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ABSTRACT

The handbook is designed to help teachers and administrators develop or improve vocationally oriented programs for moderately retarded students. The major topics addressed in the book were identified through a Delphi data gathering approach. Seven sections are arranged in the order that activities should occur in program modification and/or development (sample subtopics in parentheses): rationale for program development (value of work, cost benefits, legal compliance); identification of needs (role of steering committees, followup studies, identification of potential training, and employment sites); planning considerations (assessment of aptitudes, interests, and limitations); program implementation (delivery models, staff responsibilities); role of local business and industry (employment interviews, tax incentives); parent roles (participation as vocational team members, influence of development of work ethic); and service agencies' roles (interagency cooperation/coordination). An appendix presents a glossary of special and vocational education terms. (CL)

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HANDBOOK FOR EDUCATORS INVOLVED IN VOCATIONALLY ORIENTED PROGRAMMING FOR MODERATELY RETARDED ADOLESCENTS

HERBERT J. GROVER , STATE SUPERINTENDENT
WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

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HANDBOOK FOR EDUCATORS INVOLVED IN VOCATIONALLY ORIENTED PROGRAMMING FOR MODERATELY RETARDED ADOLESCENTS

INTRODUCTION

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1983

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Bulletin No. 4165

FOREWORD

Clearly, not every student should participate in a regular vocational classroom. Many different kinds of programs are possible when concerned people pool their wits and resources intelligently. The important thing is for every handicapped student to be given all the skilled teaching, encouragement, training and experience possible to help him go as far as he or she can.

This Handbook is dedicated to providing free and appropriate vocational education opportunities to all moderately retarded students in the State of Wisconsin.

Robert J. Pullman, Ed.S.
Project Coordinator

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HOW WAS THE HANDBOOK DEVELOPED?

The decade of the 1970's brought changes in the national economy, government, and general attitude toward meeting the special needs of handicapped students. Legislation in recent years has mandated that handicapped students be provided an opportunity to acquire vocational education. Public Law 94-142, Education of All Handicapped Children Act, established free appropriate public education for handicapped persons. Public Law 93-112, Section 504 of the Vocational Rehabilitation Act of 1973 stated that the procedural safeguards and assurances of P.L. 94-142 must coincide. Public Law 94-482, Vocational Amendment of 1976 provided financial support for handicapped persons to acquire vocational education. The impact of this legislation on education on education has rewritten the roles of the special and vocational teachers in regard to moderately retarded students.

The recent emphasis on de-institutionalization and normalization of handicapped persons has resulted in a marked increase in the enrollment of moderately retarded students in public school vocationally oriented education programs. This enrollment trend has brought about cooperative involvement and interaction between special and vocational educators in both rural and urban secondary schools throughout the State. A study of the more than 430 Wisconsin school districts conducted by the Center for Vocational, Technical, and Adult Education at the University of Wisconsin-Stout identified over 500 vocationally oriented programs that provide a variety of skill training opportunities for handicapped students. A careful review of these programs revealed the need for realistic training objectives, alternative instructional programs and cooperation between special and vocational educators. The primary objective of this project was to develop a handbook that would serve the cooperative interests and efforts of both special and vocational educators in meeting the vocational education needs of moderately retarded students.

When the project began, the project director recruited the services of project staff and created an advisory committee which assisted in various stages of the project. Advisory committee members were selected for their professional service to handicapped persons and their broad range of professional training and experience. Their generous participation in the project deserves special recognition. The Advisory Committee members were:

Mr. Jerome Bohren
Director of Special Education
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Stevens Point, WI

Ms. Pat Dobbe-Beebe
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Dr. David Turner
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The purpose of this Handbook is to help teachers and administrators develop or improve vocationally oriented programs for moderately retarded students. The Handbook addresses questions, issues, and concerns about serving the vocational needs of moderately retarded students. The major topics to be addressed in the Handbook were identified through a Delphi data gathering technique employed by six Delphi groups. Each group was composed of directors of special education, local vocational education coordinators, special education teacher educators, vocational education teacher educators, special education teachers, vocational education teachers, college students in teacher education programs, parents of moderately retarded students, and local merchants and/or industrial representatives. Group members participated in the entire Delphi process of identification, prioritization and selection of questions, issues and concerns to be addressed in the Handbook. Six Delphi meetings were attended by 71 participants (attendance in parentheses) and held in Ashland (8), Fennimore (15), Green Bay (12), Racine (10), Rhinelander (10), and Rice Lake (16). The final list of major topics was reviewed and approved by the Project Advisory Committee.

The project coordinator conducted a nation search to determine the existence of a guide or handbook similar in content to the proposed Handbook. Having found none, the need for developing the Handbook was established. The preparation of the Handbook included reviews of state and federal legislation, service agencies policies, and activities of parent groups and local business/industrial enterprises as they related to the vocational education of moderately retarded students. Successfully operated vocational programs for moderately retarded students that had been identified by the University of Wisconsin-Stout Center for Vocational, Technical, and Adult Education were also reviewed. University of Wisconsin curriculum specialists and Department of Public Instruction staff assisted in determining the relevance of Handbook content to the development and improvement of vocational education programming for moderately retarded students.

WHAT IS THE STRUCTURE OF THE HANDBOOK?

The content of the Handbook is presented in eight sections that are arranged in the order that activities should occur in the development and/or modification of vocational programs for moderately retarded students. The topics addressed in each of the eight sections are as follows:

1. WHY PROVIDE VOCATIONALLY ORIENTED PROGRAMMING FOR MODERATELY RETARDED STUDENTS?
   - WHO ARE THE MODERATELY RETARDED STUDENTS?
   - WHAT IS A VOCATIONALLY ORIENTED TRAINING PROGRAM FOR MODERATELY RETARDED STUDENTS?
   - WHAT IS THE VALUE OF WORK TO MODERATELY RETARDED PERSONS?
   - WHAT ARE THE COST BENEFITS OF VOCATIONALLY ORIENTED TRAINING FOR MODERATELY RETARDED STUDENTS?
   - HOW DOES VOCATIONALLY ORIENTED TRAINING FOR MODERATELY RETARDED STUDENTS COMPLY WITH THE LAW?
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   - SUMMARY
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4. HOW IS A VOCATIONAL PROGRAM IMPLEMENTED?
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   - HOW ARE BUSINESS AND INDUSTRIAL REPRESENTATIVES INTRODUCED TO A VOCATIONAL TRAINING PROGRAM?
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8. APPENDIX
    - GLOSSARY OF SPECIAL AND VOCATIONAL TERMS
    - ACRONYMS, ABBREVIATIONS, AND INITIALS

A glossary and list of acronyms and abbreviations commonly used in vocational education is presented in Section 8. Key references have also been incorporated into the text and listed at the end of each section.

HOW SHOULD THE HANDBOOK BE USED?

The Handbook may be used as a source of information for teachers and administrators who are involved in the development or modification of vocationally oriented programming for moderately retarded students. The Handbook may be used as a reference for people interested in the vocational need of students. The guidelines and examples herein may also serve readers in their search for self-improvement.

ACKNOWLEDGEMENTS

Recognition and thanks are extended to Drs. Bernard Holler and William Nachtman, Department of Special Education, University of Wisconsin-Eau Claire, for consulting services relative to both the Handbook content and format.

Special appreciation is extended to Dr. E. Milo Pritchett, Chairman, Department of Special Education, University of Wisconsin-Eau Claire, for his encouragement, supervision, and collaboration in the writing of the Handbook.

Finally, gratitude is proffered to Ms. Sharon Losby for providing the clerical assistance and unlimited patience which assured the fruition of the Handbook.

Robert J Pullman

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Project Coordinator

SECTION 1

WHY PROVIDE VOCATIONALLY ORIENTED PROGRAMMING FOR MODERATELY RETARDED STUDENTS?

HERBERT J. GROVER , STATE SUPERINTENDENT
WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

HANDBOOK FOR EDUCATORS
INVOLVED IN VOCATIONALLY ORIENTED PROGRAMMING
FOR MODERATELY RETARDED ADOLESCENTS

SECTION 1

WHY PROVIDE VOCATIONALLY ORIENTED PROGRAMMING FOR MODERATELY RETARDED STUDENTS?

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WHO ARE THE MODERATELY RETARDED STUDENTS?

The moderately retarded students, for the purpose of this Handbook, correspond to that group commonly referred to by educators as trainable mentally retarded (TMR). This group lies between the so-called mildly retarded group and the severely and profoundly retarded group. This relationship is illustrated in Table 1.1 which shows a comparison of IQ scores on individual tests such as the Binet and Wechsler and two classification systems: the American Association on Mental Deficiency (AAMD) and the system used extensively in American schools.

AAMD Levels	IQ Score	IQ Score	American Schools Subgroups
Mild	68 - 53	75 - 50	Educable
Moderate	52 - 37	50 - 30	Trainable
Severe	36 - 20	30 and below	Custodial
Profound	19 and below		

Table 1.1 Comparison of IQ Scores and AAMD and American Schools Classification Systems

Moderately retarded persons make up about 6 to 10 percent of the total mentally retarded population. There are noticeably more physical problems in this group, though not nearly as many as are present in the severely and profoundly handicapped group. Certain physically identifiable syndromes appear in the moderately retarded group, the most noticeable of which is Down's syndrome. Communication can be adequate for most basic needs, and basic reading and arithmetic skills can be obtained.

Moderately retarded adults can learn to travel about their home community with safety and reliability. Many can become semi-independent and economically self-sufficient, but most will require at least some lifelong supervision (Cartwright, Cartwright, and Ward, 1981).

During their school years, moderately retarded students may spend their school day in special classes within regular schools and some of their day with their non-retarded peers. Direct instruction should be devoted to such areas as good grooming, personal habits and hygiene, work habits, and social skills. Vocational education is a must. Moderately retarded adolescents should focus upon the skills and work habits necessary to work successfully in sheltered workshops or in the open job market.

In the past, many moderately retarded persons were removed from society and placed in institutions where they had little opportunity to develop and learn how to get along in the world. The trend today is away from institutional placement of the moderately retarded. While it is likely that moderately retarded people will require some supervision throughout their lives, small community-based residences and neighborhood group homes are proving to be workable alternatives to dehumanizing institutions (Heward and Orlansky, 1980).

WHAT IS A VOCATIONALLY ORIENTED TRAINING PROGRAM FOR MODERATELY RETARDED STUDENTS?

Vocational education is an organized education program that is directly related to the preparation of individuals for paid or unpaid employment or for additional preparation for a career requiring other than a baccalaureate or advanced degree. Vocationally oriented programs for moderately retarded students require specific planning and extensive program evaluation procedures. This is due to the variety and extent of student's handicaps and the likelihood that they cannot gain adequately from incidental pre-vocational learning so essential to an effective vocational program.

Moderately retarded students should receive vocational education programming along with non-handicapped students in existing vocational program components whenever feasible. This possibly will vary with the variety of existing vocational components in the regular school program, the degree of the handicapping condition, and the current level of acceptance developed on the part of vocational teachers in the regular vocational program.

Most of the vocational education needed by these students is such that certain vocational skill components should be taught by a special educator. One-to-one teaching may be required to obtain certain learning objectives. It may be impractical for the regular vocational teacher to attempt to provide such assistance within the framework of regularly assigned class loads. However, many components of vocational programs designed for moderately retarded students can be planned in conjunction with existing vocational training programs, thus allowing such students to participate as their needs and individual abilities permit. The concept of the least restrictive environment applies to vocational program planning as to all other parts of the total school program.

The four major types of vocational training programs for moderately retarded students discussed in this Handbook are:

> MAINSTREAMING. This program integrates moderately retarded students in regular vocational courses. The preparation of moderately retarded students as productive members of the community requires the development of salable vocational skills, independent daily living skills, and appropriate work and social behaviors. The training of these skills and behaviors may be pursued separately, but incorporating the training in a comprehensive learning experience in regular vocational courses would be more effective. Moderately retarded students need assistance from the instructor, special educator, and/or peer tutor and may also require modifications of instructional procedure, tools, and/or production responsibilities.

WORK ADJUSTMENT. This type of program involves the production of goods or services in an on-campus or off-campus facility. The simulated business enterprise is designed to teach appropriate work behaviors through the fabrication of a commercial product or service which is based on an established community need. The activity provides opportunities for the moderately retarded students to develop salable vocational skills, and to experience and explore several job situations. The focal point of the activity is the development of skills that may lead to employment.

ON-CAMPUS WORK EXPERIENCE/EXPLORATION. This training model provides students with opportunities to acquire specific entry level skills for further training or placement in the local employment community. Such programs require the identification of specific skills, and the sequence and manner in which these skills can be taught. On-campus training sites serve to identify and develop appropriate job related skills and behavior. This training model helps students make the transition from functioning as students to working as part or full time employees. Students may be paid wages, but this is contingent upon the program design and Department of Labor Youth Employment Regulations.

OFF-CAMPUS WORK EXPERIENCE/EXPLORATION. Since many of the occupations open to the moderately retarded student do not have comparable vocational education programs, job training sites for these occupations are established in the local employment community. Through the cooperation of local employers and on-site employee supervisors, entry level skills for specific occupations are developed. The sequence and manner in which specific skills are to be taught are clearly outlined prior to the student's participation. Training activities in the local employment community provide realistic opportunities for the student to develop appropriate work behaviors and salable vocational skills.

Each of these four vocational training programs may be applicable under certain circumstances, but no one alternative should be adopted as THE vocational program for ALL moderately retarded students.

WHAT IS THE VALUE OF WORK TO MODERATELY RETARDED PERSONS?

Kenneth B. Hoyt, Associate Commissioner for Career Education, United States Office of Education defines "work" as a conscious effort aimed at producing benefits for ourself and/or others. As such, he believes, it is unimportant whether such effort is paid or unpaid in nature. What is important is that it represents the basic need of all human beings to achieve, to accomplish, and to do something productive that allows the individual to discover both who he/she is and why he/she is. With this definition, work is properly viewed as a human right - not a societal obligation (Hoyt, 1975).

Why do people work? Hoyt (1975) believes that answers to this question can be grouped into three broad classifications of reasons: economic, sociological, and psychological. Work, in the world of paid employment always includes economic reasons and, if maximally meaningful to the individual, carries sociological and psychological reasons as well. Economic reasons, of course, center around the needs most of us have to accumulate income so that we can purchase goods, products, or services produced through the work of others. Sociological reasons center around recognition that one's work contributes to the goals of our society in a positive way - that what one does has benefit for one's fellow human beings. Psychological reasons center around personal recognition of one's accomplishments - around the feeling of being someone through being able to say that one has accomplished something.

While most persons experience economic reasons for working and many, although not all, can readily observe the sociological significance of the work that they do, the single reason for working that can be said to apply to all persons is that which centers around the psychological dimension. It has been said, "To hunger for use and to go unused is the greatest hunger of all." This statement refers to the human need of all human beings to feel that someone needs them for something, that it does matter to someone that they exist, and that because they are alive, the world is in some way and to some degree better off.

The value of work to moderately retarded persons extends to all three of these basic reasons for working. Although many will be unable to function effectively in the world of competitive employment, they are as deserving of whatever benefit work has to offer as are any other individuals. The need to work is a basic human need for all human beings including moderately retarded persons.

WHAT ARE THE COST BENEFITS OF VOCATIONALLY ORIENTED TRAINING FOR MODERATELY RETARDED STUDENTS?

In a study of secondary schools not offering vocationally oriented training to handicapped students (including, but not limited to the moderately retarded) Frank Bowe (1978) cites the following statistics:

> For each 100 disabled students graduating from or leaving school annually, the current trend is for 25 to become welfare recipients, 40 to be underemployed, and only 25 to be fully employed or full-time students in higher education, with the remaining 10 either institutionalized or idle. These figures will become more, not less, grim if the current effort is maintained rather than upgraded because of the growing incidence of multiple disabilities and the ever-higher educational requirements for employments.
>
> Institutionalization costs currently average between $5,000 and $7,000 per year per person. With about 600,000 disabled students leaving school each year, institutionalization expenses are astronomical. Full employment, on the other hand, would save this amount and would generate millions each year in income taxes, economy-stimulating purchases, and most important, the opportunity to earn a living and live a life.

Though recent trends have greatly decreased the frequency of institutionalization for moderately retarded persons by integrating them into the local community, the potential financial burden has not been eliminated. Supplemental Security Income (SSI) payments to handicapped persons currently range from $380 to $500 per month with the average payment of approximately $450 per month or $5400 per year. When vocational training results in the full or partial employment of a handicapped person, the savings to society is not merely $450 per month, but more. Employed individuals, including the handicapped, contribute to society through payment of state and federal taxes and to the national economy through their productivity.

In 1981, an individual who worked for a wage of $3.35 per hour earned approximately $540 salary per month and payed $58 Federal Tax, $13.60 State Tax, and $37.50 Social Security. In addition to these tax payments, his employer contributed $37.50 to Social Security which increased the total taxes paid on the individual's employment to approximately $150 per month. Therefore, the employed individual earned and contributed taxes in the amount of approximately $600 per month or $7,200 per year.

When a school district vocational training program for moderately retarded students prepares a handicapped graduate for full employment, the community receives tax benefits on approximately $7,200 per year as contrasted to paying approximately $5,400 in SSI payments per year. Taxes derived from earnings pay for the cost of the local vocational training program. As the number of handicapped graduates employed increases, tax support for the vocational training program increases.

HOW DOES VOCATIONALLY ORIENTED TRAINING FOR MODERATELY RETARDED STUDENTS COMPLY WITH THE LAW?

The belief that all citizens in a free society have certain inherent rights that enable them to be functional members of that society permeates the philosophy of vocational programming for moderately retarded students (Gill, 1978). Those inherent rights are:

1. The right to participate.
2. The right to contribute.
3. The right to succeed.
4. The right to fail.

The right to participate is guaranteed for the moderately retarded served through vocational programs by their compliance with Public Laws 94-142, 93-112, and 94-482. The Education for All Handicapped Children Act of 1975, Public Laws 94-142, and The Rehabilitation Act of 1973, 93-112 are in effect a "bill of rights" for the handicapped that promotes equality of opportunity and access to participate. The Vocational Education Amendments of 1976 provides funds for vocational education programs for handicapped students. This legislation mandates the integration of handicapped students in vocational education classes at the secondary level with instructional and individual support. Through a logical approach to mainstreaming and compliance with federal regulations, the right to participate can be realized.

The right to contribute to society is provided to moderately retarded students in vocational programs through the students' opportunity to acquire salable occupational skills. The place to prepare students for future employment is the school curriculum particularly in the broad or specific vocational clusters where the objectives are salable occupational skills. Denial of vocational education, is in effect, denial of a person's right to become productive.

The students' rights to succeed can be greatly enhanced through the development of clear and well-planned vocational components in their individualized Education Plans (IEP). Through specified long and short term vocational objectives, moderately retarded students can and will have a greater chance to gain and demonstrate bona fide vocational competencies. This will enable them to become productive workers at a level commensurate with their abilities, as opposed to placement at a level below their vocational potentials. Conversely, students have a right to fail. Without failure, students may believe that the world in which they live and work has only "ups" and no "downs." Vocational programming can help students to not only understand that they have failed, but more importantly, why they failed and what can be done to prevent its recurrence. By allowing students an opportunity to fail, the vocational program preserves the students' right to experience what will surely be in some instances reality.

SUMMARY

Federal legislation relative to vocational education for the handicapped has challenged the traditional views of both special and vocational education in Wisconsin and throughout the nation. The implementation of Public Laws 93-112 and 94-142, has provided moderately retarded students the right to participate, contribute, succeed, and fail in a vocationally oriented training program.

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SECTION 2

HOW IS THE NEED FOR A VOCATIONAL PROGRAM IDENTIFIED?

HERBERT J. GROVER, STATE SUPERINTENDENT
WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

HANDBOOK FOR EDUCATORS INVOLVED IN VOCATIONALLY ORIENTED PROGRAMMING FOR MODERATELY RETARDED ADOLESCENTS

SECTION 2

HOW IS THE NEED FOR A VOCATIONAL PROGRAM IDENTIFIED?

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1983

This project was performed pursuant to a grant of contract with the Wisconsin Department of Public Instruction, Bureau for Vocational Education, Madison, Wisconsin. Contractors undertaking such projects were encouraged to express freely their professional judgment in the development of the project. Points of view or opinions stated, therefore, do not necessarily represent official Department of Public Instruction policy.

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INTRODUCTION

The development of a vocational program or the modification of an existing program for moderately retarded students must be justified on the basis of locally established needs. The identification or assessment of community and student needs may be obtained by a steering committee conducting a needs assessment and a follow-up study of mentally retarded trainees by professional staff. This section addresses the following questions:

WHAT IS THE ROLE OF A STEERING COMMITTEE?

HOW ARE THE VOCATIONAL NEEDS OF THE MODERATELY RETARDED STUDENT ASSESSED?

HOW IS A FOLLOW-UP STUDY CONDUCTED?

HOW ARE COMMUNITY VOCATIONAL EDUCATION RESOURCES IDENTIFIED?

HOW ARE POTENTIAL VOCATIONAL TRAINING AND EMPLOYMENT SITES IDENTIFIED?

HOW ARE FINDINGS AND RECOMMENDATIONS REPORTED?

The answers to these questions may serve as the foundation for a vocational program to serve moderately retarded students.

WHAT IS THE ROLE OF THE STEERING COMMITTEE?

The success of any vocational education program for handicapped persons depends upon the initial development and continued maintenance of a system of open communication among the school, the parents, service agency personnel, and the local employment community. One very effective means to facilitate this group interaction is through the development of a steering committee. Stadt and Gooch (1980) state that the purposes of a steering committee are (1) to advise the institution whether to proceed or not to proceed with the implementation of a program and (2) if the recommendation is to proceed, to have input in developing program parameters and goals, staff needs, facilities needs, and a plan of action beginning with the appointment of an advisory committee. The steering committee has no direct administrative function but is highly respected for its consideration of pertinent program issues including the needs of the moderately retarded student population and the resulting recommendations.

The steering committee, generally formed in the early stages of program development, provides general direction to the proposed program and insures that local interest groups' concerns are voiced and given due consideration prior to formulation of specific program objectives and design. Since the prime concern of the steering committee is the initial development of the program, the life of the steering committee is typically 6 to 18 months. Once the program has been approved for further development, the steering committee is dissolved and replaced by the program advisory committee.

Membership of the Steering Committee

The steering committee membership should be a workable number, 8 to 12 persons, with wide representation of community interests. Membership should include school board personnel; guidance counselors; parents of both handicapped and non-handicapped students; representatives from sheltered living facilities, local business and industry, sheltered employment facilities, civic organizations, and service agencies. School administrators and school teachers should serve as resource persons to the steering committee, but should not be considered as formal committee members. However, the Director of Special Education, the Local Vocational Education Coordinator, or their respective representatives may recommend prospective steering committee members for consideration. The local superintendent or designee should initially contact and ultimately appoint the steering committee members.

Work of the Steering Committee

The work of the steering committee will vary depending upon circumstances. Stadt and Gooch (1980) list the following as typical tasks for the steering committee:

1. Survey the employment community to determine the current and projected employment markets for part-time and "permanent" job placements of student learners and graduates.
2. Survey potential students to identify career and educational interests.
3. Define program goals and parameters if it is clear that the committee will recommend that a program be implemented.
4. Define program staffing needs in terms of teacher certification and employment requirements.
5. Define facility needs as they relate to number and types of training stations, in-school space, equipment and materials.

In addition to these tasks, the steering committee may assist in appointing a program advisory committee, seeking approvals from educational agencies, licensing bodies and labor associations, and making initial public relations efforts.

The utilization of a steering committee for program development has proven to be very effective at all levels and in a variety of specialty areas. Through coordinated cooperation between local community representatives and the school personnel, a steering committee can effectively identify the needs of a student population and provide findings and recommendations that serve as the basis for vocational program planning and implementation.

HOW ARE THE VOCATIONAL NEEDS OF THE MODERATELY RETARDED STUDENT ASSESSED?

Once the steering committee has been established, conducting a local needs assessment becomes the next step in the process of developing a vocational program for moderately retarded students. Kaufman (1976) defines a need as "a gap (or discrepancy) between current results and required results." He believes:

> It isn't something we want!
> It isn't a process we desire!
> It isn't a favored solution!
> It is a gap between current
> outcomes and required outcomes.

Needs assessment is a term which has been applied to a number of activities ranging from a rather simply constructed student questionnaire to very complex and costly studies conducted by private consulting agencies. English and Kaufman (1975) state that needs assessment is the formal process for measuring or evaluating the discrepancy between current and desired results, placing those needs in priority order, and selecting the needs of highest priority for closure.

The primary goal of needs assessment is to identify existing needs and prioritize them for further exploration. Needs assessment, therefore:

1. Measures the differences between current results and desired results.
2. Determines whether the present process functions as desired.

It should be noted that a needs assessment is not necessarily a process of discovering needs, deficiencies, or inadequacies; but may, in fact, serve in strong support of program effectiveness. Though reference will generally be made to the existence of a difference between the existing and desired outcomes, the reader is encouraged not to lose sight of the fact that assessment results may very well prove positive!

In conducting a needs assessment, the following steps are recommended although they may vary in response to local conditions:

1. Identify participants by specific interest groups (i.e., students, parents, teachers, employers.)
2. Obtain a commitment from each to cooperate fully in the data gathering activities.
3. Establish the type(s) of data to be gathered and select the appropriate data collection vehicle:
    a. Objective; through tests, records, and factual questionnaires
    b. Subjective; through opinionnaires and interviews
    c. Projective; through extrapolations based on existing data trends
4. Examine the type of data to be collected and make certain that it agrees with the purpose.
5. Conduct a pilot test of the data collection instrument for clarity and accuracy. Modify it as needed.
6. Collect data and document source. The latter step will help distinguish a variance between respondent groups and their degree of concensus.
7. Process data in terms of concensus within groups (internal) and between groups (external):
    a. set aside all needs having a high agreement of priority
    b. clarify issues where the lack of concensus appears to be based on misunderstanding. Once the issue is resolved, place the need with these having a high agreement of priority.
    c. Remove from the final needs assessment processes those needs which have little or no agreement within or between groups.

After the list of needs has been developed, participants must rank the needs from the most critical to the least critical. This prioritizing of needs, in effect, constitutes the needs assessment which serve as the basis for the development of a statement of needs and the formalization of a program proposal.

At this point, the steering committee and local school district staff may choose to identify possible ways and means to meet the needs and to describe them as solutions, goals, activities, or objectives. Regardless whether goals or objectives are used, they must be specific and precise, and must state:

1. What observable change (i.e., skills, knowledges, or attitudes) is expected?
2. How will the change be observed?
3. Who will make the observation?
4. What criteria will be used to determine successful achievement?

In summary, needs assessment is a formal process for identifying and assessing program needs. According to Kaufman (1976), the basic steps of a needs assessment are:

1. Commit to planning.
2. Identify participants.
3. Select participants - population or samples.
4. Select data collection methods and means.
5. Conduct pilot test of data collection methods and means.
6. Collect the needs data.
7. Recast in outcome terms if necessary.
8. Determine the agreed upon needs.
9. Determine and reconcile disagreements.
10. Rank order the needs.
11. Select the needs for closure.

The needs assessment data must come from each of the participants; must be accurate, right and honest; and must represent what is versus what should be. The needs assessment serves as a basis for proposed programs and also as support for renewal or continuation of existing programs. Since societal and vocational needs change, so must program goals, objectives, and strategies to meet them. A needs assessment should be done periodically to ensure the effectiveness and appropriateness of present and proposed programs.

In conducting a needs assessment regarding the provision of vocational educational services in a school system, it is necessary to have clearly described objectives that can be measured in terms of pupil learning behaviors. The objectives should include:

1. What services will be provided?
2. Who will provide the services?
3. What measurable outcomes are anticipated?
4. How or by what means will the outcomes be measured?

The data gathered through the needs assessment process should reflect the attitude of the entire community in which the educational program is (to be) located. Internal concensus among school teachers and administrators, although obviously desirable, must not be regarded as sufficient to establish needs without supporting documentation obtained from throughout the school district. The major constituencies involved with a needs assessment are:

1.	Professionals:	educators and administrators who have either direct or indirect affiliation with the educational program or the participants.
2.	Students:	learners who have been previously or who are presently engaged in the educational program.
3.	Community:	parents, employers, and local citizenry who have direct or indirect affiliation with the program or the participants.

Involvement of the public, students, and staff who have an interest in the school system's vocational educational program provides a greater awareness of the local program and encourages community acceptance and support of the identified program needs.

HOW IS A FOLLOW-UP STUDY CONDUCTED?

Vocational educators responsible for the development and administration of vocational programs for moderately retarded students must emphasize the importance of evaluation. They must use the best evaluation methods and techniques to provide valid assessment of program efficiency and effectiveness. Moreover, evaluation must be a continuous process in which the primary objective is providing data and information for improving the program processes and products. An important component of a comprehensive evaluation effort is the collection of data and information through student follow-up studies. A framework for the development and administration of a follow-up study and the utilization of follow-up data are presented below.

Definition of Follow-Up

The definitions of follow-up are many and varied. They vary with respect to program area, teacher, local administrator, and program coordinator. However, for the purpose of this Handbook, follow-up is defined simply as the "collection of information about program completers, leavers, and dropouts" (Franchak & Spirer, 1979) relative to the effectiveness of the program meeting their vocational needs.

The concept of "follow-up" may be better understood when placed in a broader context. Follow-up is a subsystem of a comprehensive evaluation system perceived as having methods and techniques for assessing the outcomes of a vocational education program. Like all other evaluation techniques, follow-up studies are designed to gather and provide useful information for decision-making. Therefore, a major goal of evaluation is to improve the program or activity being examined (Franchak & Spirer, 1979).

Purpose of the Follow-Up Study

The purpose of conducting follow-up studies is to provide reliable and valid evaluation data. These data can be used to:

1. Facilitate program decision making.
2. Appraise the school's program content, instructional methods, instructional personnel, etc.
3. Determine the degree to which the needs of moderately retarded students are being met.
4. Indicate the need to expand existing services and to develop new programs.
5. Examine the job performance of the individual.
6. Support recommendations.
7. Report program effectiveness.

The establishment of the specific purpose of the follow-up study is necessary for determining the staff involvement, study instrument, sampling, data and information collection, data analysis, and reporting techniques. Franchak and Spirer (1979) report that limited literature on vocational education follow-up studies of special populations and the increasing demands by local, state and federal agencies for evaluation and accountability data indicate the need for increased follow-up efforts.

Strategies and Methods of Follow-Up

Administration of follow-up studies for moderately retarded students is not significantly different procedurally than for other groups. The administration of the study contains the same elements regardless of the method chosen for data collection. However, it is important to use procedures that meet the needs of the moderately retarded.

The follow-up study instrument should be designed to relate to the needs of the individual. Knowledge about the handicap will determine the choice of mail, telephone, or personal interview survey. A combination of these three survey types may be required to meet the needs of people with widely divergent degrees of handicap.

The selection of follow-up personnel who are knowledgeable about the moderately retarded student is the key to the success of the survey. The needs of this collective group, their sensitivity to relationships with others, and problems peculiar to their needs must be taken into account in the total process of planning follow-up studies. Individuals responsible for follow-up may include members of the steering committee and/or teachers and administrators who are directly involved with the vocational program. Consultative services may be obtained from the state educational agency, a vocational education center, or an institution of higher education. However, it is imperative that all follow-up personnel be aware of the designated purpose of the study and committed to that goal.

Development of Follow-Up Study Objectives

The first step in the design of a follow-up study is the development of objectives. The major goal is to provide information that can assist in making decisions concerning the development and improvement of vocational education programs. Evolving from this major goal are four broadly defined objectives:

1. Implementation, improvement, expansion, or elimination of a vocational education program.
2. Assistance in decision making.
3. Assistance in planning.
4. Assistance in evaluation and accountability.

From the four broadly defined objectives, specific or "question-oriented" objectives are developed. According to Franchak and Spirer (1979), examples of such specific objectives which a number of follow-up studies have addressed include:

1. Define the extent to which former vocational students have used their vocational training.
2. Identify types of employment experiences which former vocational students have had in the labor market.
3. Determine occupational and geographic mobility patterns of former vocational education students.
4. Identify reasons for former vocational students leaving before completing a program of studies.
5. Identify on-the-job difficulties which former students have experienced.
6. Determine the adequacy of training from the perceptions of former students.
7. Obtain information on the extent of participation in post-secondary or continuing education training opportunities by the former students.
8. Define ways in which programs can be of additional assistance to the former students toward improving the transition from school to work.

The follow-up study objectives should reflect the goals and objectives of the local education agency. From the review of the objectives, categories of data or information can be identified. Franchak and Spirer (1979) state that the most frequently used data categories include:

1. Employment data.
2. Evaluative data of training and related services.
3. Continuing education plans or experience since leaving school.
4. Job satisfaction.

Development of Follow-Up Study Instruments

In constructing a follow-up instrument, Ebel (1963) suggests the following guidelines:

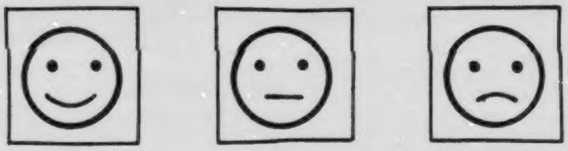
1. Express each item clearly.
2. Choose words that have precise meanings.
3. Avoid complex or awkward word arrangements.

4. Include all qualifications needed to provide a reasonable basis for response selection.
5. Avoid the inclusion of nonfunctional words in the term.
6. Avoid unessential specificity in the question or in the response.
7. Make the suggested answers simple.
8. Be sure the items will be seen by the respondents as applying to a concrete situation.
9. Refrain from asking questions of opinion unless opinion is what is specifically required.
10. Avoid items that are too suggestive or too unstimulating. They should not lead a respondent to go beyond the facts, but they should induce her/him to provide the required information.
11. Phrase questions to avoid the academically or socially acceptable responses. Make it possible for the respondent to answer truthfully without embarrassment.
12. Avoid questions that may be checked with several responses when only one response is desired. In fact, such items usually are quite difficult to tabulate and analyze.
13. Whenever possible, word questions so that they can be answered simply by a check mark.
14. Ask questions in such a way that complex thinking by the respondent will be minimal. A popular technique is to reduce a complex question to a series of questions which are easier to answer.
15. Avoid the use of words which are susceptible to different interpretations; e.g., moral or immoral, good or bad, rich or poor, intelligent or ignorant, laborer or capitalist.

Phelps and Lutz (1977) cite special considerations that should be carefully reviewed prior to deciding on specific techniques, procedures, or evaluation instruments for special needs learners. The following broad considerations are important in designing follow-up interview guides or a questionnaire for the mentally handicapped.

1. Use vocabulary and language that is extremely simple and concise.
2. Make the sentences or test items as short as possible.
3. Verify that the test information to be read is at or below the learner's reading level in terms of difficulty.

4. Use nonverbal response scales when appropriate.



5. Permit oral presentation of questions to provide simplification and clarification. This can be done on either an individual or small group basis.
6. Permit testing to take place in short sessions over several days.
7. Provide simple directions and several examples for responding.
8. Use only concrete, meaningful items.
9. Repeat directions or other essential information until overlearning occurs.
10. Use some modes for responding other than writing whenever possible.

Descriptions of exemplary survey instruments on job satisfaction, job performance, former students' perceptions of training, and employers' perceptions of training are provided in a handbook for use by selected vocational education agencies and secondary and post-secondary schools. The full citation for the handbook is: Kenney Gray, Marie Abram and Floyd McKinney, Vocational Education Measures: Instruments Used to Survey Former Students and Their Employers, Columbus, Ohio: The National Center for Research in Vocational Education, 1978. The reader is encouraged to review this publication for ideas for developing questions appropriate for inclusion in a follow-up study of former vocational students.

Selection of Follow-Up Study Participants

Follow-up studies usually involve gathering information about a group that comprises a finite population. In a follow-up study of moderately retarded students in a vocational program, the designated population might include the completers, leavers, dropouts, their employers, and/or their parents. The optimal method for collecting information on this population is questioning every member of the group. However, a more feasible method might be to design a sampling plan to gather information from a portion of the population and then use these result to make inferences about the entire population. The purpose of sampling, the characteristics of a good sample, sampling procedures, and sample size are described below.

Purpose of Sampling. Sampling has been defined by Backstrom and Hursh (1963) as the procedure by which we can infer the characteristics of a large body of people (population) although we talk with only a few persons (a sample). Therefore, in sampling, we "take" any portion of a population as representative of that population. Sampling is used in follow-up studies for a number of reasons. Primarily, samples are used because it is not practical to evaluate the training experience of all former students. Nor is it practical to question every person who employs a graduate of a training program.

Requirements for a Good Sample. According to Backstrom and Hursh (1963), there are two minimum requirements for a good sample:

1. The sample must be adequate in size so estimate about the characteristics of the population can be made with relative precision.
2. The sample must include people who together are representative of the population.

Sampling Procedures. Although Warwick and Liniger (1975) define various categories of sampling procedures, the procedure most frequently used is simple random sampling whereby all members of the sample are chosen individually or directly through a random process in which each member of the population has an equal chance of being selected. Each member of the total population must be clearly identified and chosen by chance--for example, by flipping coins, drawing numbers out of a hat, or using a table of random numbers. The advantages of simple random sampling are:

1. Requires minimum knowledge of population in advance.
2. Free of possible classification errors.
3. Easy to analyze data and compute errors.

The disadvantage in using simple random sampling is not making use of possible important variables (e.g., age, sex, type of program).

Sample Size. There are no absolute standards regarding the proper size of a sample. However, Chatobar and Lad (1974) provide some helpful hints to bear in mind when determining sample size:

1. The more homogeneous the population, the smaller the sample can be since everyone is theoretically alike.
2. The more time, personnel, and money available, the larger the sample can be.
3. The more categories by which the sample data are to be generalized (e.g., age, sex, type of vocational education program), the larger the sample must be in order to ensure that there are enough respondents in each group so that valid inferences may be made.
4. The more certain you want to be that you reach the right decision based upon the sample information, the larger the sample you will need.

While samples that are too small threaten the accuracy of the results, those that are too large waste resources. Therefore, it is imperative that the number of respondents chosen (the sample size) be sufficiently representative of the entire population (Franchak & Spirer, 1979).

Selection of Follow-Up Study Methods

Follow-up studies generally utilize the mail, telephone, or interview. These methods for conducting follow-up study are efficient and least expensive to perform when they do not require special considerations regarding data collection procedures or instrumentation. General population studies do not require staff trained in other than survey technique, but studies focusing on moderately retarded students do. This requires an administrative decision, both in terms of cost and selection of personnel (Franchak & Spirer, 1979).

Regarding the selection of the follow-up study method, there are problems peculiar to each type of special need and each survey procedure. Each type of handicap demands consideration in the survey method used. The special student frequently responds to questions with "the intention to please." The experienced special student may have learned the importance of smiling and nodding "yes" when the teacher asks "Do you understand this?" or shaking his/her head "no" when the teacher asks "Are there any more questions?" Therefore, if the follow-up study instrument is threatening in any way, the response to subjective questions could be a measured response with intent to please (Lutz & Pearson, 1978).

Some of the advantages and disadvantages in using the personal/telephone interview and mail questionnaire with moderately retarded students are listed as follows:

Personal/Telephone Interviews

Advantages

1. Approach is personalized.
2. Standardized data collection form is used.
3. Interviewer poses specific questions and records answer in prescribed manner.
4. Questions may be simplified and/or clarified.
5. Mode for responding is other than writing.

Disadvantages

1. Setting might contaminate results.
2. Interviewer might not follow prescribed interview instructions.
3. Interviewer may create bias by appearance, attitude, and presence.
4. Process is expensive and time consuming.

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Mail Questionnaire

Advantages

1. Questions are standardized.
2. Questionnaire can be answered at convenience of respondent.
3. Questionnaire might reach individuals who could not be reached by other methods.
4. Negative influence by interviewer is eliminated.

Disadvantages

1. Moderately mentally retarded informants would require reader and recorder.
2. Reader and recorder might influence response.
3. Questions must be simple and practically self-explanatory.
4. Response rate is usually low.
5. Questionnaire must be relatively brief if a high rate of return is to be obtained.
6. Up-to-date address list of potential survey informants is difficult to find.

Many factors enter into the determination of what process is most appropriate to each individual situation. The challenge is to overcome the difficulties inherent in the process when applied to the moderately retarded population.

The selection of a follow-up study method should be based upon decisions related to:

1. Recognizing the degree and kind of disabilities associated with the moderately retarded.
2. Assuring the readability of the instrument.
3. Utilizing the appropriate combination of mail, interview, or telephone surveys.

4. Selecting "special needs sensitive" experienced survey personnel.
5. Defining individual problems associated with each kind of survey, as reflected in using them with the moderately retarded (Franchak & Spirer, 1979).

Each of these problems can be overcome by careful consideration of the special population for follow-up study.

Use of Follow-Up Study Data

The results of a follow-up study can be used for a variety of purposes. With the local education agency, the follow-up study can provide a base for making decisions regarding such areas as programs, services, and arrangements for special populations. For those not directly connected with the local educational agency, the follow-up results can serve as an account of the program's success in preparing students for work. Because the audiences for the follow-up study differ and because follow-up information may be used in different ways, reports presenting follow-up data should be tailored to specific needs of the intended audience.

Franchak and Spirer (1979) suggest that the following basic factors be considered in the use and applicability of any follow-up data:

1. All personnel who might be affected should be involved in the design of follow-up study.
2. Follow-up information can be used to substantiate quality programs as well as to reveal weaknesses.
3. Follow-up information tends to identify programs in which students should not be trained, but cannot always reveal what alternatives should be offered.
4. Follow-up data can be used to assess teacher effectiveness, but it must be remembered that students often tend to rate according to their feelings about the teacher. Teachers rated low may be excellent teachers.

5. Some administrators and teachers feel threatened by follow-up studies. This threat must be minimized to ensure the best use of the data.
6. Follow-up data many times provide the impetus for change but should rarely be the sole basis for change.
7. Areas of concern identified by a study should be addressed by the appropriate administrator.
8. Benefits of using follow-up data must be revealed to administrators and teachers if the information is to be used effectively.
9. Follow-up is a slow process: it may take several years for significant trends in follow-up data to appear. When a significant trend in the data appears, it should be checked against information from as many sources as possible.

Since effective reporting of a follow-up study is a significant determinant in the use of follow-up data and information, the reader should consider the following factors in presenting follow-up information:

1. Present data to as many appropriate groups and individuals as possible.
2. Go through the proper chain of command.
3. Present the information to the appropriate administrator.
4. Talk directly to teachers, where applicable.
5. Cover areas most important to the audience.
6. Make use of the public media.
7. Make sure copies are available for everyone, if possible.
8. Avoid school-to-school and person-to-person comparisons.
9. Report only the aspects that are of immediate interest when presenting information to a board of education (Franchak & Spirer, 1979).

Although it is not necessary to reiterate the rationale for evaluation and follow-up studies, the reader should bear in mind that the information gleaned from follow-up studies can aid in decision making if the data are analyzed properly and reported effectively.

Summary

In summary, the 15 steps for conducting a follow-up study are presented in Figure 2.1 which is adopted from material by Franchak and Spirer (1979) and based on procedures defined by McKinney and Oglesby (1971).

Steps 1-4	State the Purpose for Conducting Follow-Up Study	Select the Staff to Conduct the Study	Develop the Follow-Up Study Objectives	Identify the Population(s) to Participate in the Study
Steps 5-8	Select the Appropriate Study Method	Design or Adapt Appropriate Study Question(s)	Prepare Data Collection Materials - Study Format	Conduct Study to Collect Follow-Up Data
Steps 9-12	Identify Data Analysis Procedure	Analyze Study Data According to Selected Procedure	Write Follow-Up Report with Appropriate Format(s)	Duplicate Report(s) for Dissemination
Steps 13-15	Develop Report Evaluation Form(s)	Distribute Report(s) and Evaluation Form(s) to Recipients and Make Presentations Where Appropriate	Review Report Evaluation Form(s) and Write Conclusions for Future Use	Follow-Up Study is Completed

Figure 2.1 Follow-Up Study Work Plan

For additional information on the development and administration of a follow-up study and the utilization of follow-up data, the reader is referred to Guidelines and Practices for Follow-Up Studies of Special Populations (Franchak & Spirer, 1979).

HOW ARE COMMUNITY VOCATIONAL EDUCATION RESOURCES IDENTIFIED?

Phelps and Lutz (1977) believe that resource utilization is a critical consideration when planning regular vocational programs as well as individual programs for special needs learners. In order to achieve the maximum educational output from a given instructional program, teachers and administrators need to be sure that they have maximized their input of resources. In other words, the full attainment of goals will often depend upon full and efficient use of the available resources.

As society has become increasingly concerned with the needs of moderately retarded students, a multitude of educational programs and services have been generated by federal, state, and local governmental agencies, business and industry, labor, civic groups, and others. As a result, in any community there exist a number of resources which can be utilized by vocational educators to facilitate programming for moderately retarded students. Many of these community resources provide services and programs that are instrumental in preparing moderately retarded students for their successful transition to employment and/or independent adult living.

Phelps and Lutz (1977) have identified four distinct types of community resources. They are:

1. Federal and state agencies.
2. Community agencies and organizations.
3. Business, industry, and labor organizations.
4. Citizen and special interest groups.

Federal and state agencies, such as the Division of Vocational Rehabilitation, Job Service, and Comprehensive Employment and Training

Act, offer a number of specially designed programs and services to meet the training and employment need of moderately retarded young adults. Division of Vocational Rehabilitation (DVR) counselors may participate in multi-disciplinary team (M-Team) activities for students in their first year of high school. Diagnostic examinations to determine eligibility for DVR services are generally provided when the student is approaching working age. Eligibility for DVR services is based on reasonable expectation that the services will enable the individual to become gainfully employed. In Wisconsin, a person who has limited vocational potential may be referred to a County Human Service Board for sheltered employment and residential services. The Job Training Partnership Act (JTPA) can offer a number of work exploratory and training programs for economically disadvantaged youth. These programs can operate during both the summer and the academic year. Other services, such as Supplemental Security Income and Job Service, are discussed in greater detail in Section VII of this Handbook.

Community agencies and organizations may frequently provide assistance with training and/or employment of the handicapped. Among those identified by Phelps and Lutz (1977) are Chamber of Commerce, sheltered workshops, and local mental health organizations. Other organizations, such as the Jewish Vocational Services and Goodwill Industries, may provide instructional materials, recreational activities, or vocational training facilities and equipment.

Local business and industry, whether independently owned or part of a large corporation, may provide a variety of services including hosting field trips, providing guest speakers, supporting youth organizations, providing instructional equipment and materials, and serving as vocational training stations. Groups that provide these services include National Alliance of Businessmen, National Restaurant Association, and local business and industrial enterprises. Labor organizations may offer similar resource services. As documented by Weisgerber, Dahl, and Appleby (1981), the American Federation of Labor - Congress of Industrial Organizations (AFL-CIO) adopted the following policy resolution at their Thirteenth Constitutional Convention in November, 1979.

> POLICY RESOLUTION ADOPTED BY THE AFL-CIO
> THIRTEENTH CONSTITUTIONAL CONVENTION
> NOVEMBER, 1979
>
> *EMPLOYMENT OF HANDICAPPED*
>
> The goal of organized labor is a job for every American who is able and willing to work. This must include millions of handicapped individuals who are capable of work despite their mental or physical disabilities. The AFL-CIO supports the hiring and continued employment of handicapped workers, and to further this objective we urge all affiliates to:
>
> - Include clauses in collective bargaining agreements to protect disabled union members still qualified for their jobs from being denied continued employment.
> - Support efforts to carry out the intent of Section 503 of the Rehabilitation Act which requires government contractors and subcontractors to take affirmative action to employ and advance in employment qualified handicapped workers.
> - Support efforts to eliminate architectural barriers which prevent millions of handicapped citizens who are limited by age or disability from entering and working in places of employment or from participating in the normal activities of society.
> - Participate in programs to rehabilitate and employ disabled workers.

Recruiting local labor organization support should improve employee relations for vocational training and future employment.

The final category described by Phelps and Lutz (1977) identified those civic groups, fraternal organizations, and other special interest groups that offer special assistance and services to persons with special needs. Groups such as Lions, Kiwanis, Rotary, Knights of Columbus, and Association for Retarded Citizens may contribute to or even sponsor training programs designed to assist handicapped individuals in becoming productive members of the local community.

The four distinct types of community resources that may focus on serving moderately retarded students are identified in Figure 2.2 which is a modification of the Figure: Community Resources and the Special Needs Learner by Phelps and Lutz (1977). The type and availability of resources in the form of supportive services will vary considerably from community to community and depend upon the extent to which support has been solicited by school personnel.

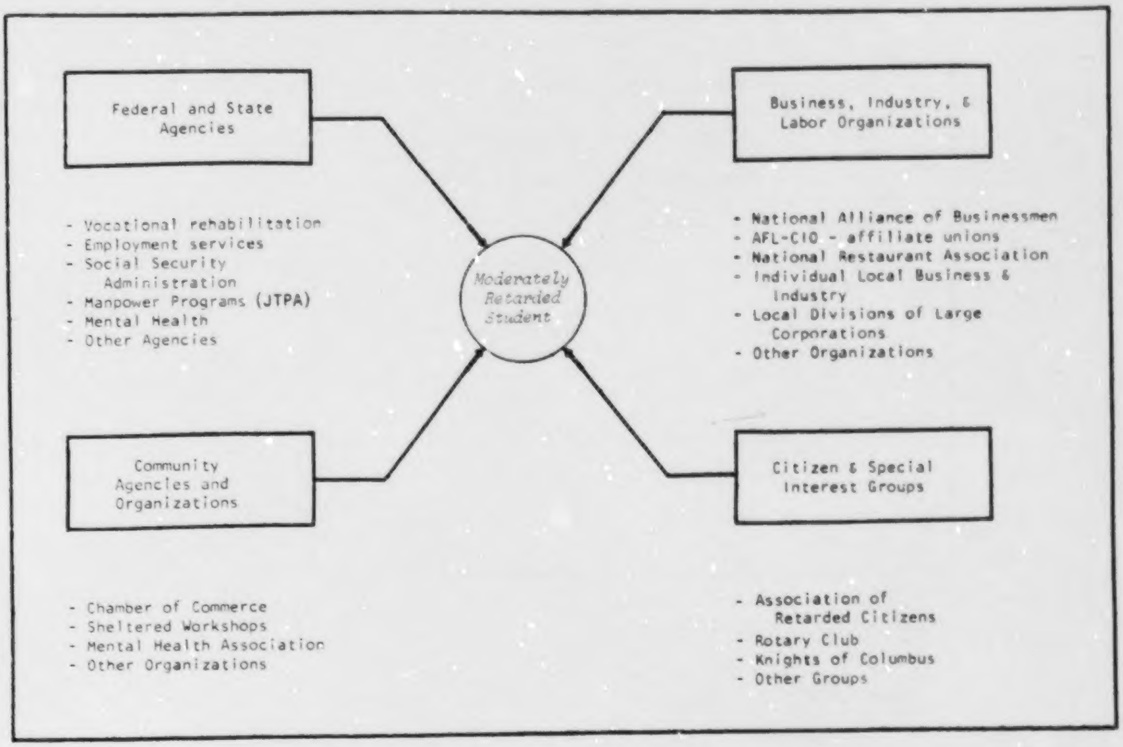

Federal and State Agencies
- Vocational rehabilitation
- Employment services
- Social Security Administration
- Manpower Programs (JTPA)
- Mental Health
- Other Agencies
Business, Industry, & Labor Organizations
- National Alliance of Businessmen
- AFL-CIO - affiliate unions
- National Restaurant Association
- Individual Local Business & Industry
- Local Divisions of Large Corporations
- Other Organizations
Moderately Retarded Student
Community Agencies and Organizations
- Chamber of Commerce
- Sheltered Workshops
- Mental Health Association
- Other Organizations
Citizen & Special Interest Groups
- Association of Retarded Citizens
- Rotary Club
- Knights of Columbus
- Other Groups

Figure 2.2 Community Resources and the Moderately Retarded Student

Before engaging in an extensive resource identification activity, Phelps and Lutz (1977) suggest that the Steering Committee or Program Coordinator search out and obtain previous surveys which may have been conducted by the local vocational education coordinator (LVEC), guidance counselors, state and private employment offices, or others dealing with training and placement of all students.

HOW ARE POTENTIAL VOCATIONAL TRAINING AND EMPLOYMENT SITES IDENTIFIED?

A comprehensive vocational program for moderately retarded students involves the development of training resources and the identification of possible job opportunities. Teachers need to be aware of resources and supportive services that are available within the school and in the community in order to effectively coordinate special and vocational instruction. In this context, resources are defined as those persons, services, or agencies that are available to students and instructional personnel for education and employment purposes (Phelps & Lutz, 1977).

Resource utilization is a critical consideration when planning vocational as well as individual programs for moderately retarded students. The full and efficient use of available resources facilitates the retarded student's education and transition to employment and community adult living. The following discussion is designed to enable the reader to identify and inventory available resources by conducting a community job survey, completing a job analysis, and developing a job ladder.

Conducting a Community Job Survey

The survey of community industries should determine the nature of the local labor market needs and those jobs that are possibilities for the moderately retarded. The survey should consist of a list of the names of the firms, type of business or industry, and jobs from each which are within the attainment of the mentally retarded. A brief description of each job should be recorded. Information for the job survey can be collected from such sources as the state employment office, Chamber of Commerce, city assessor, telephone directory, local rehabilitation agency, community contacts, and personal knowledge (Brolin, 1976).

After a list of local employers has been developed, the employer must be contacted to identify the job, to accurately describe in detail the tasks of the job, and to list the requirements for successful performance. The way the employer is approached can be critical in obtaining the training and employment site. Brolin (1979) offers these ways to approach employers:

1. Study employers' apparent receptivity toward handicapped individuals. Some clues that may indicate an employer's acceptance of handicapped employees are:
    a. The employers' participation in organizations or fund-raising attempts associated with areas of exceptionality.
    b. The existence of ramps at work site to facilitate employee movements.
    c. Designated parking areas for handicapped drivers.
    d. Other architectural changes that indicate the firm's attempt to meet the needs of the handicapped.
2. Decide on most appropriate method of contact. According to Sigler and Kokaska (1971) three major means of contacting employers are: mail, telephone solicitation, and personal calls.
    a. The mail approach employs introductory letters which introduce the program or sender with a statement of intent to establish further contact with the employer.
    b. Telephone solicitation can be combined with the introductory letter and precede personal calls. The essential part of this technique is that the introduction, purpose, and request for an appointment be conveyed in as short a time as possible.
    c. Personal calls should be brief and followed by an attempt to establish a definite time for an appointment.
3. Prepare "sales" presentation. Brolin (1979) states that one must develop a presentation that includes facts, figures, diagrams, and whatever means that will convince the employer that the handicapped worker is backed by a system of training and support.

4. Be able to counteract employer resistance. Most objections can be traced to the employer's misunderstanding of terms and a lack of exposure to the abilities of moderately retarded individuals. These forms of resistance may be met with evidence to the effect that the individual, when properly trained for a work role, can be an asset to the company instead of a liability to society (Brolin, 1979).
5. Maintain employer contact after placement. Follow-up contacts can lead to employer endorsements or suggestions for program modifications and improvements and assurances for future student placements.

With the cooperation of the employer, a job analysis of each job is completed as the next step in identifying potential vocational training and employment sites.

Completing a Job Analysis

Job analysis is a "systematic way of observing jobs; determining the significant worker requirements, physical demands, and environmental conditions; and reporting this information in a concise, useable format" (Lawry, 1971). Brolin (1979) defines job analysis as "a systematic way of observing jobs to determine what the individual does, how she does it, why she does it, and the skill involved in its performance." According to Gold (1980), job analysis should relate to the concept of cycle constancy. That is, the job analysis should be used to identify the series of motions required of the worker to perform the job. Gold states that cycle constancy is a critical variable for training retarded persons. These authors believe that jobs should be analyzed precisely as they exist and described in detail including all tasks and requirements that contribute to successful performance.

The first step in conducting a job analysis is to become familiar with the technologies of the job and characteristics of the business or industry to be studied. The U.S. Department of Labor Handbook for

Analyzing Jobs (1972), list the following sources from which information for these purposes may be obtained:

1. Books, periodicals, and other literature on technical or related subjects available in libraries.
2. Catalogs, flow charts, organizationsl charts, and progress descriptions already prepared by the business or industry.
3. Technical literature on industrial processes and job descriptions prepared by trade associations, trade unions, and professional societies.
4. Pamphlets, books, and job descriptions prepared by federal, state, and municipal government departments which have interest in the business or industry.

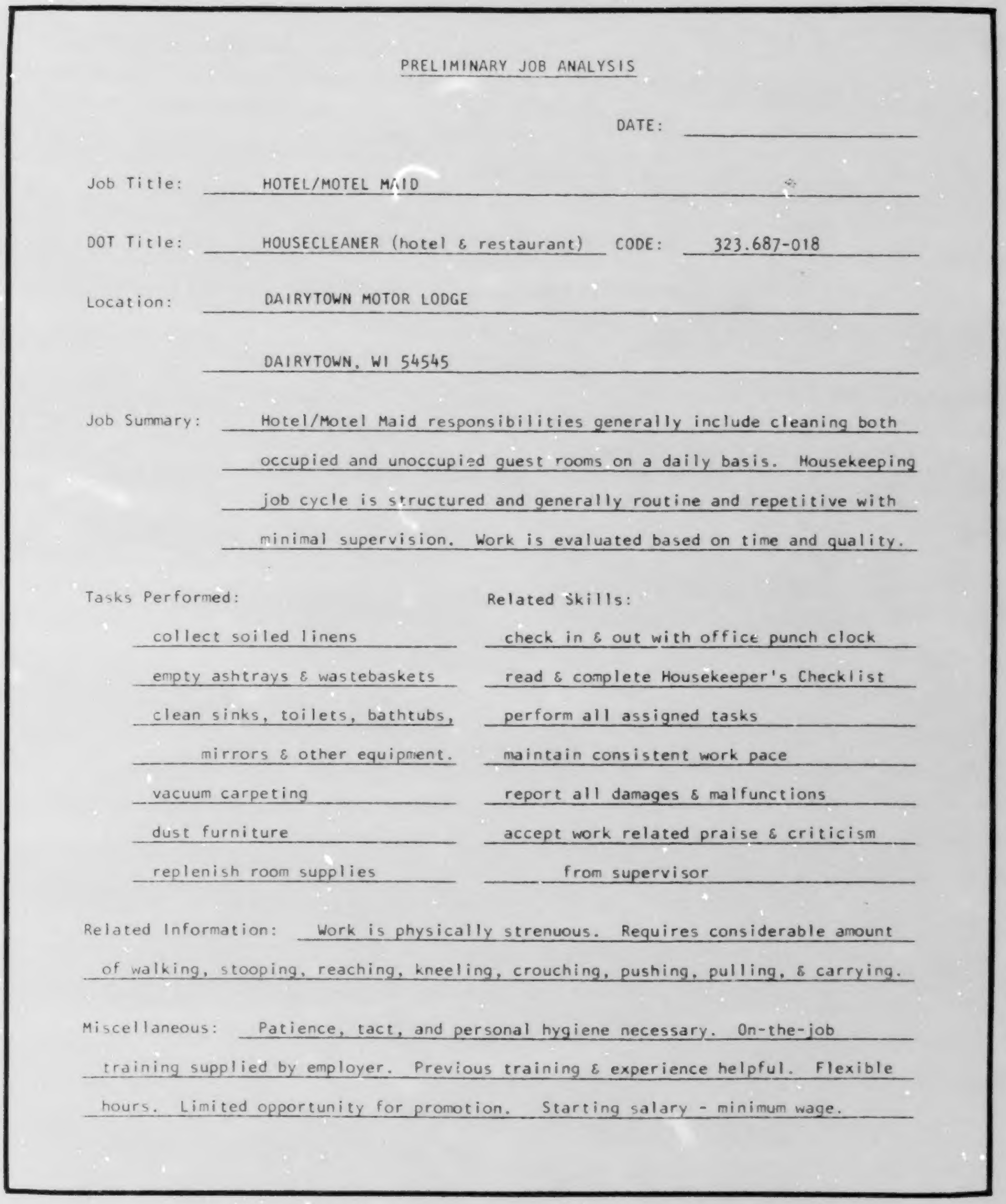
By advance planning, a language common to all can be used and the job analysis can proceed without loss of time.

In arranging for the job analysis the following considerations should be kept in mind:

1. Make arrangements for the analysis with management.
2. Obtain assurances that management understands the aim of the study.
3. Discuss and agree with management upon the purpose and plan for the study.
4. Arrange prior to the actual job analysis, whenever possible:
    a. Tour of the establishment.
    b. Meet with managerial personnel who will be involved in the study.
    c. Obtain a list of job titles.
5. Prepare schedule for conducting study.

With the completion of these preliminary steps, the job analysis begins.

The use of a preliminary job analysis form, such as the example for a hotel/motel maid illustrated in Figure 2.3, will help the analyst record the major characteristics and requirements of the job. This job related information will prove beneficial in developing individual vocational training programs.



PRELIMINARY JOB ANALYSIS

DATE: ____________

Job Title: HOTEL/MOTEL MAID

DOT Title: HOUSECLEANER (hotel & restaurant) CODE: 323.687-018

Location: DAIRYTOWN MOTOR LODGE
DAIRYTOWN, WI 54545

Job Summary: Hotel/Motel Maid responsibilities generally include cleaning both occupied and unoccupied guest rooms on a daily basis. Housekeeping job cycle is structured and generally routine and repetitive with minimal supervision. Work is evaluated based on time and quality.

Tasks Performed:
- collect soiled linens
- empty ashtrays & wastebaskets
- clean sinks, toilets, bathtubs, mirrors & other equipment.
- vacuum carpeting
- dust furniture
- replenish room supplies

Related Skills:
- check in & out with office punch clock
- read & complete Housekeeper's Checklist
- perform all assigned tasks
- maintain consistent work pace
- report all damages & malfunctions
- accept work related praise & criticism from supervisor

Related Information: Work is physically strenuous. Requires considerable amount of walking, stooping, reaching, kneeling, crouching, pushing, pulling, & carrying.

Miscellaneous: Patience, tact, and personal hygiene necessary. On-the-job training supplied by employer. Previous training & experience helpful. Flexible hours. Limited opportunity for promotion. Starting salary - minimum wage.

Figure 2.3 Preliminary Job Analysis Data Form

The observation interview method for obtaining job information is described in the Handbook for Analyzing Jobs as the most desirable method for job analysis purposes because it:

1. Involves firsthand observation by the analyst.
2. Enables the analyst to evalute the interview data and to sift essential from nonessential facts in terms of that observation.
3. Permits the worker to demonstrate various functions of the job rather than describing the job orally or in writing.

The observation-interview method may be used in two ways:

1. The analyst observes the work on the job performing a complete work cycle and takes notes of all the job activities before asking any questions of the worker or supervisor or both.
2. The analyst observes and interviews simultaneously. As the work is observed, the analyst talks with the worker about what is being done, and asks questions about the job and the conditions under which the job is being performed.

Since the interview process is subjective, good background preparation is essential to obtaining facts quickly, accurately, and comprehensively. The analyst must also establish friendly relations on short notice, extract all the pertinent information and yet be sufficiently detached to be objective and free of bias.

Step by step instructions for interviewing and notetaking are presented in the Handbook for Analyzing Jobs and are organized into the following sequence: opening the interview, closing the interview, miscellaneous do's and don'ts for interviews, and taking notes.

Opening the Job Analysis Interview

1. Put the worker at ease by learning the worker's name in advance, introducing yourself, and discussing general and pleasant topics long enough to establish rapport. Be at ease.
2. Make the purpose of the interview clear by explaining why the interview was scheduled, what is expected to be accomplished, and how the worker's cooperation will help

in the production of occupational analysis tools used for placement and counseling. Assure the worker that the interview is not concerned with time study or wages.

3. Encourage the worker to talk by always being courteous and showing a sincere interest in what is said.

Steering the Job Analysis Interview

1. Help the worker to think and talk according to the logical sequence of the duties performed. If duties are not performed in a regular order, ask the worker to describe the duties in a functional manner by taking the most important activity first, the second most important next, and so forth. Request the worker to describe the infrequent duties of the job, ones that are not part of the regular activities, such as the occasional set-up of a machine, occasional repairs, or infrequent reports. Infrequently performed duties, however, do not include periodic or emergency activities such as an annual inventory or the emergency unloading of a freight car.
2. Allow the worker sufficient time to answer each question and to formulate an answer. Ask only one question at a time.
3. Phrase questions carefully, so that the answers will be more than "yes" or "no".
4. Avoid leading questions.
5. Secure specific and complete information pertaining to the two categories of information required for a complete analysis of a job.
6. Conduct the interview in plain, easily understood language.
7. Consider the relationship of the job under analysis to other jobs in the department.
8. Control the interview with respect to the economic use of time and adherence to subject matter. For example, when the person being interviewed strays from the subject, a good technique for returning to the point is to summarize the data collected up to that point.
9. Conduct the interview with patience and with consideration for any nervousness or lack of ease on the part of the worker.

Closing the Job Analysis Interview

1. Summarize the information obtained from the worker, indicating the major duties performed and the details concerning each of the duties.
2. Close the interview on a friendly note.

Miscellaneous Do's and Don'ts for Job Analysis Interviews

1. Do talk to the worker only with permission of his supervisor.
2. Do verify job data, especially technical or trade terminology, with foreman or department head.
3. Do verify completed analysis with proper official.
4. Do show politeness and courtesy throughout the interview.
5. Do be impersonal. Don't be critical or attempt to suggest any changes or improvements in organization or methods of work.
6. Don't take issue with the worker's statements.
7. Don't show any partiality to grievances or conflicts concerning the employer-employee relations.
8. Don't show any interest in the wage classification of the job.
9. Don't "talk down" to the worker.
10. Don't permit yourself to be influenced by your personal likes and dislikes.

Taking Notes

1. Take complete and legible notes that contain data necessary for the preparation of the job analysis schedule.
2. Organize notes logically, according to job tasks and the categories of information required for a complete analysis.
3. Include only the facts about the job with emphasis on the work performed and worker traits involved. Use only words, phrases, and sentences that impart necessary information.

The completed preliminary job analyses will identify knowledges and skills common to all or most of the jobs analyzed and will be a basis for school curriculum modification and/or development. At this point, a job ladder may be developed. When moderately retarded students are considering participation in a specific training program leading to job placement, more detailed job analyses will be conducted.

Upon completion of a job analysis study, a letter of appreciation should be directed to the management for the courtesies and cooperation given.

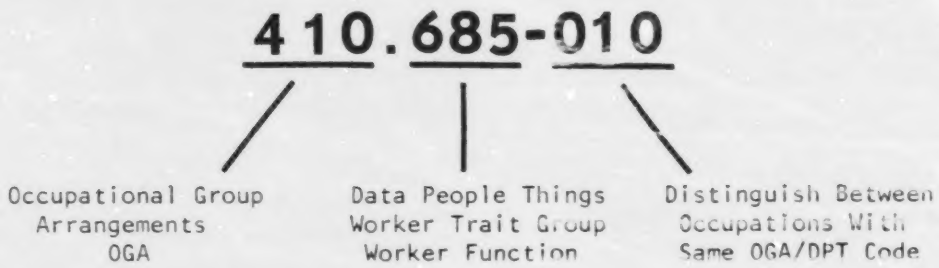
Developing a Job Ladder

One way to inventory potential vocational training and possible job placement options within the school and community is to develop a job ladder. This involves listing jobs by their vocational cluster and in the order of their vocational complexity.

Vocational clusters are families or groups of closely related occupations or jobs that comprise the world of work. A variety of different types of vocational or job clusters have been developed in recent years to assist in career guidance and counseling. Clustering schemes are also utilized in curriculum development and represent the major industries in our economic system. The clustering scheme proposed by the U.S. Office of Education identifies the following 14 job clusters:

Agriculture & Business
Business & Office
Communications & Media
Construction
Consumer & Homemaking
Environmental Control
Fine Arts
Health
Hospitality & Recreation
Manufacturing
Marine Science
Marketing & Distribution
Personal Services
Public Service

The U.S. Department of Labor has developed the Dictionary of Occupational Titles (DOT) Fourth Edition which contains descriptions of more than twenty thousand occupations or jobs. A nine digit DOT code is used to describe the vocational cluster and vocational complexity of a job. The DOT code serves as the national standard for describing all occupations and their associated worker requirements. Frequently, DOT code numbers are used by vocational training programs to designate the specific jobs for which students are being trained.


410.685-010
Occupational Group Arrangements OGA
Data People Things Worker Trait Group Worker Function
Distinguish Between Occupations With Same OGA/DPT Code

The first three digits of the nine digit DOT code identifies the "job family" or Occupational Group Arrangement (OGA). This number indicates the specific business or industry in which the job is located. Through careful use of the DOT, Occupational Group Arrangements can be easily translated into the 15 job or career clusters identified by the U.S. Office of Education. The second three digits is often referred to as the Worker Function, Worker Trait Group, or Data People Things (DPT) code. This number identifies the level of vocational complexity of a particular occupation or job within the job family. Since many jobs may carry the same OGA/DPT code (Robinson, 1979), a third set of three digits has recently been added to distinguish one job from another. This third set of digits in the DOT code begins with the number -010 for the first job title listed in alphabetical order and continues in increments of 004 (i.e., -014, -018, -022) for each successive job title listed having the same OGA/DPT code designation.

When developing a job ladder, occupations or jobs within the employment community are first grouped or listed according to job cluster by use of the Occupational Group Arrangement, such as agricultural occupations, clerical occupations, or machine trades occupations. Then jobs are listed in numerical order according to their vocational complexity within each group or family. The second three digits of the DOT code represents the vocational complexity of a job in terms of the degree of skill required in the areas of data, people and things. The level of proficiency is represented on a numerical scale in a descending order from **0** , indicating a high level of proficiency to **8** , indicating no significant relationship. Simply stated, the smaller the digit the higher the skill level. For example, a Dairy Farm Supervisor having a 410.131-108 DOT code would be listed before a Dairy Farmworker with 410.684-010 DOT code, because dairy farm supervisors are required to have higher levels of DPT skills than dairy farmworkers for successful performance of their jobs. Another example is a Cook-Specialty having a DOT code of 313.361-026 would be functioning at a higher level vocationally than a Cook-Short Order whose DOT code would be 313.671-010. The DPT information is critical when determining which jobs are best suited to the student's vocational aptitudes.

The development of a job ladder of the jobs within the local employment community provides a logical sequence of steps by which the student or employee can progress from entry level employment to that which is more rewarding. The job ladder can be used to illustrate local employment opportunities when working effectively with moderately retarded students, their parents, or other teachers and support personnel.

HOW ARE FINDINGS AND RECOMMENDATIONS REPORTED?

A final consideration in conducting a needs assessment for determining a vocational program for moderately retarded students is the development of a final report. Considerable care and thought must be devoted to the reporting of findings and recommendations that can become a base for making decisions regarding services for moderately retarded students.

Because the audiences for the report will differ and because the information will be used in different ways, the final report should be tailored to specific needs of the intended audience.

The local community may require a one-to-three page report highlighting the results of the study. Educational administrators and boards may only be interested in a one-page summary and a list of findings and recommendations. By contrast, educational staff and planners will need a detailed report so they can recommend educational program changes. Therefore, the types of reports for presenting needs assessment data and information are:

1. Highlight report for:
    - a. general public
    - b. selected audiences
2. Summary for:
    - a. educational administrators
    - b. educational boards
    - c. advisory council for special/vocational education
3. Detailed report for:
    - a. educational staff
    - b. educational planners
    - c. other interested persons

According to Franchak and Spirer (1979), a common mistake in preparing a report on an assessment study is making the same report for all potential audiences. It is not uncommon for a school district to distribute several hundred copies of a report with 50 or more pages. This practice is expensive and of questionable value. The general public is probably confused by the sheer mass of information. The administrator may never read the information because he/she does not have the time to review the entire document. Only the educational planner and staff need to know all the details.

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Organization and format of the report is governed by the type of report which is to be presented.

1. The highlight report is designed to convey general information to the general public. Typically the one-to-three page report presents an overview of the study and could include information such as:
   a. goals and objectives of study
   b. numbers of businesses and industries contracted
   c. number of students involved
   d. programs and services reviewed
2. The detailed report should contain:
   a. summary
      1) purpose
      2) procedure
      3) findings
      4) recommendations
   b. community environment and special population
   c. findings and recommendations
   d. appendixes
      1) procedure
      2) discussion of returns
      3) limitations
      4) data tables
      5) copy of instruments and form letters

The summary of the detailed report is intended to convey what the report is about and its major results and recommendations. The "community environment and special population" section presents potential community job opportunities for the moderately retarded and the vocational needs of these students. The findings and recommendations are based on the results of the study and the interpretation of the findings. Included in the appendix are the procedures; discussion of findings; any limitations; treatment of data in graph, chart and/or table form, and copies of instrument(s) and form letter(s).

3. The summary report is based on the information included in the detailed report. It should consist of:
    a. cover page
        1) title of report
        2) short summary specifying what the report is about in 20 to 25 words
        3) author(s) and data
    b. one-to-two page summary included in the detailed report
    c. recommendations

The organization and format for the detailed report summary and highlight report may need to be altered depending on local needs. The impact point to remember is: design the report for the convenience of the reader. A report which is organized for the reader's convenience has a better chance of being read. No one report can meet the needs of all readers. Once the detailed report is completed, the summary and highlight reports are easy to prepare. The additional work required to complete these reports can easily be justified. Also, the required number of copies of the detailed report can be reduced and reproduction expenses thus lowered, and dissemination can be increased.

SUMMARY

The development of a vocational program or the modification of an existing program for moderately retarded students is based on locally established needs. Accurate identification of the vocational needs of the moderately retarded student population must be supported with and followed by a comprehensive assessment of community vocational education resources and vocational training and employment sites.

A variety of techniques to be used in determining program needs are discussed. The utilization of a steering committee facilitates open communication among the school, the parents, service agency personnel, and the local employment community. A student follow-up study and a survey of community resources are important components of a needs assessment. An inventory of community vocational training and employment sites is developed by conducting a job survey, completing a job analysis and constructing a job ladder. Strategies and methods for data collection, such as a follow-up instrument and an observation/interview, are suggested.

Translating assessment information into recommendations and a final report is essential for providing a basis for decision making regarding a vocational program for moderately retarded students. Such factors as organization, format, and distribution are considered in preparation of the final report.

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SECTION 3

WHAT ARE PLANNING CONSIDERATIONS FOR A VOCATIONAL PROGRAM?

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HANDBOOK FOR EDUCATORS INVOLVED IN VOCATIONALLY ORIENTED PROGRAMMING FOR MODERATELY RETARDED ADOLESCENTS

SECTION 3

WHAT ARE PLANNING CONSIDERATIONS FOR A VOCATIONAL PROGRAM?

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1983

This project was performed pursuant to a grant of contract with the Wisconsin Department of Public Instruction, Bureau for Vocational Education, Madison, Wisconsin. Contractors undertaking such projects were encouraged to express freely their professional judgment in the development of the project. Points of view or opinions stated, therefore, do not necessarily represent official Department of Public Instruction policy.

The Department of Public Instruction (DPI) does not discriminate on the basis of race, sex, age, religion, handicap, or national origin. The responsibility for civil rights technical assistance to local school districts is that of the Office of Equal Educational Opportunities at the Department of Public Instruction. The Vocational Equity Coordinator in the Bureau for Vocational Education, DPI, can provide technical assistance to local districts in the area of equity in vocational programming.

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INTRODUCTION

Planners of vocational programs for moderately retarded students must consider five areas of concern:

> HOW ARE MODERATELY RETARDED STUDENTS' VOCATIONAL APTITUDES, INTERESTS, AND LIMITATIONS ASSESSED?
>
> WHAT VOCATIONAL TRAINING PROGRAM DELIVERY MODELS SERVE MODERATELY RETARDED STUDENTS?
>
> WHAT ARE OTHER VOCATIONAL PROGRAM RELATED CONSIDERATIONS?
>
> WHAT REGULATIONS CONTROL THE EMPLOYMENT OF YOUTH IN A VOCATIONALLY ORIENTED PROGRAM?
>
> HOW IS A PROGRAM PROPOSAL DEVELOPED AND PRESENTED?

The degree to which consideration is given each question might determine the program's ultimate effectiveness and utility.

HOW ARE MODERATELY RETARDED STUDENTS' VOCATIONAL APTITUDES, INTERESTS, AND LIMITATIONS ASSESSED?

Vocational assessment is the process by which the students and their instructor(s) gain insight into their vocational potential through identification of their aptitudes and interests and selection of the training and employment environment best suited for them as individuals. The vocational assessment of moderately retarded students provides information upon which is based the selection of the most appropriate program delivery model(s) and employment placement. Informal and formal assessment techniques can be used in assembling the necessary information.

Informal assessment includes observing and recording moderately retarded students' performance in school. It is a continuous or on-going activity which can be shared jointly by special and vocational educators.

In essence, the informal assessment process may include, but is not limited to, the following:

1. Evaluation of the student's abilities and aptitudes through review of performance on daily assignments, teacher-made tests, and previously administered standardized tests outside the vocational assessment program.
2. Evaluation of a student's learning style (i.e., auditory, visual) through review of performance on projects/assignments which clearly utilized a particular mode of instruction.
3. Identification of a student's vocationally oriented interests noted through:
   a. Expressed interest in vocations as a result of community based field trips, career oriented films, or guest speakers.
   b. Expressed interest and/or voluntary participation in vocationally oriented student organizations such as Future Farmers of America, Future Homemakers of America, etc.
   c. Statements of interest in vocationally oriented leisure time activities, work responsibilities at home, and/or part-time employment independent of school training programs.
   d. Expressed preference for certain aspects of vocational education programs such as participation in a pre-vocational career exploration laboratory, vocational training course(s), work experience program, work study program, and/or similarly structured school supervised activity.

The utilization of the informal procedures may require the development of uniform data recording forms and procedures, and the inservicing of special and vocational educators who are to participate in this vocational assessment process. The objectivity and consistency of the data gathered is critical to program planning for the moderately retarded student. Informal assessment generally requires very little in the way of budgeted items.

Formal assessment includes the systematic administration and scoring of standardized instruments and activities. This form of assessment is generally known as vocational evaluation or work evaluation and is generally administered during a specific period of time set aside exclusively for vocational assessment. Formal assessment may include the use of the following instruments or activities as defined in the Vocational Evaluation and Work Adjustment Bulletin, August, 1975 Special Edition.

1. Psychometric Instruments: Tools which measure correlative mental functioning of a cognitive, psychomotor, or affective nature purported to be important to specific job performance, utilizing abstract tasks, usually of a paper and pencil nature.
2. Work Sample: A well defined work activity involving tasks, materials, and tools which are identical or similar to those in an actual job or cluster of jobs. It is used to assess an individual's vocational aptitude, worker characteristics, and vocational interests.
    a. Indigenous Work Samples - represent the essential factors of an occupation as it presently exists in one community.
    b. Job Sample - those work samples that in their entirety are replicated directly from industry and include the equipment, tools, raw materials, exact procedures, and work standards of the job.
    c. Simulated Work Sample - work samples which attempt to replicate a segment of the essential work related factors and tools of a job as it is performed in industry.
    d. Single Trait Work Sample - assesses a single worker trait or characteristic. It may have relevance to a specific job or many jobs, but it is intended to assess a single isolated factor.
    e. Cluster Trait Work Sample - a single work sample developed to assess a group of worker traits. Contains a number of traits inherent in a job or a variety of jobs. Based upon an analysis of an occupational grouping and the traits necessary for successful performance therein, it is intended to assess the client's potential to perform various jobs.
3. Situational Assessment: A clinical assessment method utilizing systematic observational techniques in established or created environments. Situational assessment includes but is not limited to:

    Evaluation in a vocational training setting
    Job tryout
    On-the-job evaluation
    Production work evaluation
    Simulated job station
    Work samples

4. Job Tryout: Contains at least the following characteristics: (1) wages are paid to the student, (2) it is primarily for the employer's benefit, (3) the student is an employee, and (4) the setting is controlled by the employer. It is in actuality a placement used as an evaluation tool with the understanding that the students may not succeed, and will be helped further if they do not. The success or failure provides the evaluator and student with additional information to make specific employment or training decisions.

The development of these instruments and activities by local educational agency (LEA) staff to assess the vocational aptitudes, interests, and limitations of moderately retarded students will require special consideration to establishing content validity and reliability.

Formal assessment of students is generally scheduled on a half-time or preferably full-time basis for a period of approximately one to four weeks. School systems that do not conduct formal assessment may elect to purchase such services from another agency during the academic school year or summer. Ideally, informal and formal assessment should be used to provide a comprehensive evalution of students' vocational aptitudes, interests and limitations.

WHAT VOCATIONAL TRAINING PROGRAM DELIVERY MODELS SERVE MODERATELY RETARDED STUDENTS?

Vocational training programs for moderately retarded students require a close working relationship between vocational and special education teachers. The four program delivery models discussed in this section require input from these two groups of teachers on the needs of the student and the characteristics of the delivery model. In accordance with the concept of placement in the least restrictive environment, students are to be placed in the program best suited to meet their individual needs.

The four major types of vocational training programs for the moderately retarded student are:

MAINSTREAMING. This type of program integrates the moderately retarded students in regular vocational courses. Their preparation for entering the world of work as a productive member of the community include the development of salable vocational skills, independent daily living skills, and appropriate work and social behaviors. Although each of these training components may be pursued on a separate, unrelated basis, more benefits are derived by combining them with a comprehensive learning experience in regular vocational and related courses. Moderately retarded students need assistance from the instructor, special education, and/or peer tutor and may require modifications in instructional procedure, tools, and/or production responsibilities. The involvement of the special education teacher in this delivery model will vary directly in proportion to the moderately retarded students' ability to benefit from general classroom instruction with the assistance of teacher aides and peer tutors.

WORK ADJUSTMENT. This type of program involves the development of a production activity designed to teach appropriate generic work behaviors through the fabrication of a commercial product or service needed in the community. The activity may help moderately retarded students develop salable vocational skills and explore job situations within their ability levels. In the early implementation stages of this model, the vocational educator is involved in the selection of tools, design of safe production procedures, and development of approved safety instructions. When this delivery model is implemented, special educators, their aides and peer tutors may also participate.

ON-CAMPUS WORK EXPERIENCE/EXPLORATION/TRAINING. This training model provides students with on-campus job training sites to develop entry skills for further training or job placement. Specific skills are identified and the sequence and manner in which these skills are to be taught are established. The training activities include realistic opportunities for students to develop appropriate work behaviors and assistance in making the transition from student to part or full-time employee. Special and vocational teachers share the observation and supervision of student performance. Wages are paid students if the program design is approved and meets Department of Labor Youth Employment Regulations.

OFF-CAMPUS WORK EXPERIENCE/EXPLORATION/TRAINING. This model is similar to the on-campus work experience/exploration/training model. The difference is in the location of the training activities and supervision of the student's performance. This model utilizes job training sites in the local employment community and provides for shared supervision of the student's performance by the local educational agency staff and the local community training station supervisor.

Selection of the vocational training program delivery model should take into consideration answers to the following questions.

1. What are the vocational training interests and needs of the moderately retarded students?
2. What are the local manpower needs in jobs suitable for moderately retarded student employment?
3. What are the training resources in the local community and school district that can serve the vocational training needs of moderately retarded students?

The task for persons involved in vocational program development for moderately retarded students is to select the delivery model most appropriate for the LEA to meet the needs of its moderately retarded student population.

WHAT ARE OTHER VOCATIONAL PROGRAM RELATED CONSIDERATIONS?

In addition to the assessment of students' aptitudes and interests and the selection of the most appropriate program delivery model(s), other factors must be considered for their possible effect on the program budget. The following highlights relate considerations for teaching staff, support personnel, physical facilities, special equipment, consumable materials, transportation and insurance.

Staff and personnel requirements for each of the four program delivery models are illustrated in Figure 3.1.

Delivery Model	Primary Responsibility	Secondary Responsibility
Mainstreaming	Vocational Instructor	Special Educator Teacher's Aide-Voc. Teacher's Aide-Sp.Ed. Peer Tutor-Voc.
Work Adjustment	Special Ed. Teacher Vocational Instructor	Teacher's Aide-Voc. Teacher's Aide-Sp.Ed. Peer Tutor-Voc.
Work Experience/ Exploration/Training On-Campus	Special Ed. Teacher Local Education Agency Training Station Supv.	Teacher's Aide-Sp.Ed.
Work Experience/ Exploration/Training Off-Campus	Special Ed. Teacher Vocational Instructor Cooperating Employer Training Station Supv.	Teacher's Aide-Sp.Ed.

Figure 3.1 Vocational Training Program Delivery Model Personnel Requirements

In addition to personnel who operate the model, special and vocational staff will be required to develop and implement the model.

Physical facilities for each of the four program delivery models will vary. The mainstreaming model will utilize the regular vocational classroom facilities with little or no modification except the elimination of possible architectural barriers for students with limited mobility. The work adjustment model will require particular work space for simulated production activities. The work space will vary in size depending upon the nature of the product and the production activity. The work space may be located within a regular classroom, a vacant school shop, or a physical structure in the immediate proximity of the school. Since the work space is a simulated work environment, it is important that its appearance and atmosphere resemble an employment setting and be maintained in a semi-permanent state of readiness for student participation. Daily set-up and tear-down of equipment is time consuming and detracts from the simulated work environment. On-campus and off-campus work experience/exploration/training models require no special considerations as they utilize the physical facilities of the school system and cooperating employer.

Equipment and materials required will depend on the training needs of the students and the program delivery model. Specially designed or modified equipment may be used to help a student overcome a specific limitation. Outside funding for such services may be obtained through federal, state, or local service agencies. Equipment used in the work adjustment model will generally be purchased specifically for the designated training activity. It may be loaned or donated by local business or industry if the production activity is of a sub-contracting nature.

Transportation of students is involved in the off-campus work experience/exploration/training model. Where public transportation is available, efforts should be made to familiarize students with the transit system and encourage them to use it whenever possible. School system transportation may be available but the development of independent mobility within the community is preferred.

Insurance considerations are important when providing vocational training for moderately retarded students. Generally speaking, student insurance will cover the individual in all programs except the off-campus work experience/exploration/training model. In using this model, the cooperating employer may be required to assume certain liabilities. Since each training situation is unique, program coordinators are encouraged to contact their insurance carrier and that of the cooperating employer to determine the responsibility for student insurance coverage.

Since each of these program related considerations may impact on the program budget, careful attention must be given their costs and the sources of extramural funding.

WHAT REGULATIONS CONTROL THE EMPLOYMENT OF YOUTH IN A VOCATIONALLY ORIENTED PROGRAM?

The employment of moderately retarded students in a vocational program must comply with state and federal regulations. The special and vocational educators who are responsible for the program being in compliance with the regulations must keep in mind the following three references to a wage earning training program.

The Vocational Education Handbook for Secondary Schools in Wisconsin (1979) states that:

> Every employer who employs or permits a minor under 18 years of age, even if married or a high school graduate, to work at any gainful occupation must comply with the provisions of the Child Labor and Street Trades Laws of the Division of Labor Standards of the Wisconsin Department of Industry, Labor and Human Relations. When a federal regulation is in effect, the state regulation will apply when the state regulation has a higher or more stringent standard than the federal regulation.

The Wisconsin Department of Industry, Labor and Human Relations (DILHR), Chapter Ind 70 Child Labor of the Wisconsin Administrative Code defines student learner as:

> A student of an accredited school who is employed on a part-time basis, under a bona fide written school-work training program agreement, to obtain both scholastic credit and employment training.

The Administrative Code, Chapter Ind 72 Minimum Wage, further defines a bona fide vocational training program as:

> One authorized and approved by the state board of vocational, technical and adult education or other recognized educational body and provides for part-time employment training which may be scheduled for a part of the workday or workweek, for alternating weeks or for other limited periods during the year, supplemented by and integrated with a definitely organized plan of instruction designed to teach technical knowledge and related to industrial information given as a regular part of a student learner's course by an accredited school, college or university.

Regulations that must be considered in the operation of a wage earning training (vocational) program in which student learners receive financial remuneration are presented under the following topics: hazardous employment restrictions, child labor permits, work permits, time of day restrictions, minimum wage considerations, workers compensation eligibility, unemployment insurance benefits, and social security number - state and federal income tax withholding requirements.

Hazardous Employment Restrictions

The Department of Industry, Labor and Human Relations (DILHR) prohibits the employment of minors in more than 30 hazardous occupations. These are listed in the Wisconsin Administrative Code Chapter Ind 70.06. Exceptions to these restrictions can be made when strict supervision is established as part of a bona fide vocational training program. In such cases, the LEA must receive permission to operate a program in the hazardous occupation from the Department of Public Instruction (DPI) or DILHR.

A list of employment generally permitted for minors compiled by the Equal Rights Division of DILHR (1979) is shown in Figure 3.2 on the following page.

These employment opportunities for minors should be explored for possible inclusion in a bona fide vocational education program for the moderately retarded student learner.

EMPLOYMENT GENERALLY PERMITTED MINORS

12 years of age and up:

- Agriculture (see prohibited occupations for exemptions)
- Caddies
- Casual Employment at Private Homes (babysitting, lawn mowing, leaf raking, snow shoveling and similar jobs)
- Fur Farm
- Newspaper Carriers
- Parents' Business (if not prohibited in state rule Ind 70.06)
- School Lunch Programs
- Street Trades

14 years of age and up:

- Airports (also see prohibited occupations)
- Amusement Centers
- Arenas
- Auditoriums
- Bakeries
- Ball Parks
- Billiard Halls
- Bowling Alleys
- Caddies
- Camps
- Car Washes
- Coliseums
- Drive-Ins
- Feed Mills
- Garages
- Gas Stations
- Greenhouses

14 years of age and up: Cont.

- Grocery Stores
- Gun Clubs
- Hospitals (no personal patient care)
- Hotels
- Karting Tracks
- Laundries
- Mercantile Establishments
- Motels
- Nursing Homes (no personal patient care)
- Poolrooms
- Private Clubs
- Office (administration)
- Pesorts
- Restaurants
- Retail Stores (cashiering, selling, marking, etc.)
- Roller Rinks
- Schools
- Stadiums
- Supermarkets
- Tree Trimming

16 years of age and up:

- Building Trades (also see prohibited occupations)
- Canning Factories
- Construction
- Factories (also see prohibited occupations)
- Life Guards
- Swimming Instructor Aides
- Warehouses

Figure 3.2 Employment Generally Permitted Minors

All student learners under the age of 18, whether employed in conjunction with or independent of a bona fide vocational education training program, must obtain a child labor permit before beginning a specific job. DILHR clearly states that every employer who hires a youth between 12 and 18 years of age must insure that the youth has a valid work permit. Work permits may be obtained from one of more than 900 child labor permit officers who are generally located in school offices.

The following information and fee are required for a work permit.

1. Proof of age (birth record or baptismal certificate).
2. Letter from employer stating his/her intention to employ the minor.
3. Letter from a parent or guardian consenting to the employment (parent or guardian may counter sign the employer's letter).
4. A permit fee of $1 to be paid by the employer. (If the minor advances the fee, the employer must reimburse the minor not later than the first pay check).

A work permit may be refused when the minor appears to be physically unable to do the work, or the refusal is in the best interest of the minor, or the employment is prohibited by state child labor regulations.

When a permit is refused, the minor or his parent or guardian may appeal the decision to the Equal Rights Division of DILHR.

There are five exceptions where work permits are not required:

1. Agriculture (work is covered by hours of labor, time of day and prohibited employment regulations).
2. Apprentices (work is in compliance with the Wisconsin Apprenticeship Law, Chapter 106 of Wisconsin Statutes).
3. Domestic service (if work is performed in or around the home of the employer, and not in connection with, or a part of, his/her business, trade, or profession).
4. Volunteer work (volunteer work is for non-profit organizations when no employer-employee relationship exists).

   Wisconsin Administrative Code Chapter Ind 70.08(2) further describes volunteer services to include:

   > Services not prohibited by statute or regulation performed by students during regular school hours while enrolled in an approved high school or vocational school work training or work

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experience program are not regarded as gainful occupations or employments, where no employer-employee relationship, in fact, exists.

5. Public entertainment or exhibition.

Street trades permits are required for minors who are engaged in selling, soliciting, collecting or displaying any articles, goods, merchandise, or commercial service; or distributing newspapers, magazines, circulars, or posters; or shoe shining on any street, in any public place, or from house to house.

For more information on work and street trades permits, contact one of the following Equal Rights Division Field Offices:

EQUAL RIGHTS DIVISION FIELD OFFICES

Equal Rights Division
718 W. Clairemont Ave.
Eau Claire, WI 54701
(715) 836-5153

Equal Rights Division
424 S. Monroe St.
Green Bay, WI 54301
(414) 497-4170

Equal Rights Division
P.O. Box 7946, Room 178
201 E. Washington Ave.
Madison, WI 53707
(608) 266-6860

Equal Rights Division
P.O. Box 190
Menasha, WI 54952
(414) 735-5868

Equal Rights Division
819 N. 6th St.
Milwaukee, WI 53203
(414) 224-4384

Equal Rights Division
1328 Schofield
Wausau, WI 54401
(715) 359-0471 or 359-0472

The Wisconsin Administrative Code Chapter Ind 70.05(2)(a-c) specifies the hours of labor restrictions for minors as follows:

> Time of Day Restrictions. (a) Minors 12 through 15 years of age may not be employed before 7:00 a.m. on any day, nor after 8:00 p.m. on days preceding school days and not later than 9:30 p.m. on days not preceding school days and during their school vacations. (b) Minors 16 and 17 years of age

> may not be employed before 6:00 a.m. on any day nor after 12:30 a.m. on any day except where they are under direct adult supervision, and providing that on days preceding a school day they receive at least 8 consecutive hours of rest between the ending of work and the beginning of school. This paragraph shall not apply to minors employed in street trades nor as station captains or delivery clerks incidental to street trades. (c) Minors may not be employed (aside from a bona fide vocational training program) during the hours they are required to attend school as defined in section 118.15, Wis. Stats., nor contrary to local curfew ordinances establishing an earlier restriction.

Regulations governing the employment of minors engaged in Department of Public Instruction approved Work Experience Career Exploration Program (WECEP) are described by the U.S. Department of Labor Employment Standards Administration, Wage and Hour Division (1981):

> Under special provisions, 14 and 15 year olds enrolled in an approved bone fide vocational training program (WECEP) may be employed for up to 23 hours in school weeks and 3 hours on school days (including during school hours).

Students work hours must be clearly identified in the school-work training agreement as prescribed in Chapter Ind 70.03(3)(b)1-4 of the Wisconsin Administrative Code.

Minimum Wage Considerations

Students engaged in a bona fide wage earning vocational training program may be eligible to receive current hourly minimum wage remunerations for work performed. However, those students who are unable to demonstrate entry level skills, or maintain established minimum levels of productivity may receive subminimum wages. Regardless of the wages paid, a wage agreement must be clearly described in the written school-work training program agreement that is required for all bona fide vocational training programs under Chapter Ind 70.03(3)(b)1-4 of the Wisconsin Administrative Code. Cooperating employers who are subject to state or federal minimum wage regulations and who wish to pay subminimal wages must apply for a Subminimum Wage License through DILHR. It should be noted that the Wisconsin Subminimum Wage License is granted only for the period of time designated by DILHR and the Federal Subminimum Wage Lincenses apply only to the first twenty hours of work each week. Applications for these licenses may be obtained by writing:

Wisconsin Department of Industry, Labor, and Human Relations
Equal Rights Division
Room 178, Box 7946
Madison, WI 53703
Phone: (608) 266-0028

or

United States Department of Labor, Wage, and Hour Division
114 Lincoln Building
303 Price Place
Madison, WI 53705
Phone: (608) 252-5221

Workers Compensation Eligibility

Students enrolled in a bona fide vocational training program and receiving a wage for work performed are covered by the employer's Workers Compensation Insurance for accidents on the job. Prospective employers of students receiving vocationally oriented training in cooperation with an LEA should consult with their insurance carrier to determine if their policy permits the employment of a minor as a student learner.

Students are not covered by Workers Compensation when they are observing or participating in work without pay. There is no clear-cut answer to the liability for student injuries in a non-paying situation. Each case is decided on its own merits. However, the principle of "due care" is used to determine if the school is liable. The court would ask whether or not the school used "due care" in setting up this work experience. If a written training agreement has been signed by a responsible participating employer, the student, parents, and the teacher-coordinator and reasonable transportation arrangement has been agreed upon by all parties, the school has probably used "due care." Although the school might be liable for medical bills, it is doubtful that it would be sued for negligence. On the other hand, if the accident occurred because of gross negligence on the part of the employer, the business might be liable for expenses and might be sued for damages. In all programs where students leave school to go to work or to volunteer for a career exploration activity, written agreements outlining the terms of the experience and the transportation arrangements should be signed by employers, parents, students, and teachers. It is imperative to check the insurance coverage provided by the school for work or participating experiences outside of school.

In situations where the student learner is receiving a wage for work in an LEA supervised simulated production activity that is subcontracted with a private enterprise, the student would be eligible to file for Workers Compensation from the sub-contractor. However, if the sub-contractor does not provide Workers Compensation insurance coverage, the general contractor (i.e., supermarket, lumber yard) may provide secondary liability, according to Wisconsin Statutes 102.06. It behooves the teacher-coordinator to determine and document the Workers Compensation coverage for student learners engaged in any type of wage earning vocational training program.

Unemployment Insurance Benefits

Students enrolled in bona fide vocational training programs are generally not eligible for unemployment insurance at the completion of the program. The legal authority of this exclusion is Wisconsin Statute 108.02(5)(j)(1) which reads:

> "Employment...does not include service:
>
> By an individual under the age of 22 who is enrolled at a nonprofit or public educational institution which normally maintains a regular faculty and curriculum and normally has a regularly organized body of students in attendance at the place where its educational activities are carried on as a student in a full-time program, taken for credit at such institution, which combines academic instruction with work experience, if such service is an integral part of such program and such institution has so certified to the employer..."

The training agreement negotiated between the student, parent, school and employer constitutes "certification" as specified in the statute. This agreement is a prime document, required by the Unemployment Compensation Unit of DILHR, in settling claims which might be filed by former student learners. It is important that training agreement records be kept for at least two years after program completion because the filing period for unemployment claims is fifty-two weeks from termination of employment and in some cases even longer.

It should be noted that a policy developed jointly by DILHR and DPI excluded work-experience students from paying an unemployment insurance premium. This is the only contribution from which students are excluded.

Social Security Number - State & Federal Income Tax Withholding Requirements

The United States Internal Revenue Code section 6109(1)(2) requires employers to receive a taxpayer identification number (social security number) from each employee for the purpose of reporting various income withholdings, i.e., state & federal income tax, social security, unemployment insurance.

Teachers placing students in wage earning vocational training programs should request the student's social security number. Although students may never have been employed, they may have acquired social security numbers for the purpose of having savings accounts established in their names. If a student does not have a social security number, one may be obtained by merely making application and providing proof of age and identity. If the student is 18 years of age or older, application must be made in person. Processing of the application takes approximately six weeks.

HOW IS A PROGRAM PROPOSAL DEVELOPED AND PRESENTED?

There are many processes, procedures, and formats which can be used in the development of a proposal for the modification of an existing vocational training program or the implementation of a new program. The following discussion will include strategies for securing local administrative approval and developing a program proposal. The reader is encouraged to make modifications in response to local needs or directives.

Securing a Formal Commitment from the LEA

The results of the community needs assessment conducted by the Steering Committee should serve as the basis for local school board approval to proceed. The following strategies may prove helpful in obtaining local school board approval:

1. Review the project with the district administrator to establish a date for its presentation to the local school board, and indicate who will be in attendance.
2. Provide the district administration with written program description to be shared with the board members prior to their meeting.
3. Review with the district administrator how the project would best be presented, i.e., open discussion, lecture, multimedia.
4. Share with board members an overview of program's goals and objectives and anticipated steps for program development at least one week prior to the meeting scheduled for its discussion.

Thorough preparation is essential to elicit school board approval. In addition to providing a clear written statement of the results of the local community needs assessment, make certain that the format and presentation are appropriate. Keep detailed records of board members' response (date, item, and comments) for future reference by the Project Coordinator. Suggestions and comments by school board, steering committee, local and state administrators, teaching staff, and parents may prove invaluable in developing the program proposal and ultimately implementing the program.

Development of a Program Proposal

As the number and diversity of mandatory educational services continues to increase, the local community's ability or inability to afford such services has become an issue of great concern. The search for monies to supplement the locally financed education budgets may be on the increase in direct proportion with the rise in inflation and other economic influences. The development of programs or the expansion of services beyond those currently available in the public schools generally requires the preparation of a written document which describes the nature of the proposed development or activity, the procedure by which it will be developed, the ultimate benefit to its recipients, and the cost of the entire project/program broken down into general budget categories.

These documents, or proposals, are presented to potential funding sources which may include the local school board, the Department of Public Instruction, various bureaus of the U.S. Department of Education, formerly U.S. Department of Health, Education & Welfare, or any number of private foundations. Generally speaking, state and federal government financial resources consist of public funds which have been appropriated to allow individuals or institutions to carry out projects or studies which purport to have a positive impact on identified and prioritized societal needs, i.e., vocational education for handicapped persons. Private foundations, on the other hand, are potential sources whose funding interests may be relatively narrow or specialized and may directly relate to the personal/professional activities or interests of that benefactor or corporate enterprise which serves as the philanthropic donor.

Grantsmanship may be simply defined as the art of obtaining grants. The art includes several major areas of expertise that may be mastered by a single individual, or are more generally drawn from a cadre of local resource persons highly specialized in their fields. In either case, there is generally one individual designated to coordinate the development of the program/project proposal and to serve as chief administrator, coordinator or director of the proposed activities.

The University of Wisconsin-Stout Center for Vocational Education (1978) suggests that the identification of an innovative or unique idea becomes a critical element in the development of a fundable proposal. An idea does not have to meet all of the criteria listed below, but should attempt to address as many of the characteristics as possible in order to appear feasible to the funding agency.

Characteristics of a Fundable Idea

The idea is new, innovative, and/or responsive to current societal issue or need.

The idea is timely and in concert with current funding priorities as stated by state or federal funding agencies.

A clear need for the project can be documented - needs assessment - the availability of supportive data.

The project has the potential for being cost effective and does not require total future dependency upon the proposed funding source.

Local funds will be available to support (50% match if necessary) and/or continue the project activities for a respectable period of time.

The idea has long term and far reaching implications for duplication/dissemination throughout the geographic area served by the funding agency.

Questioning the Feasibility of the Project

Are you (your institution) eligible to apply for the particular project as indicated by the funding agent?

Are the unofficial odds of you (your institution) being funded good enough to warrant your investing the time and effort in developing a proposal?

Is the potential project consistent with your personal professional goals and the philosophy/policy of your employing institution?

Can the project be undertaken without seriously jeopardizing or encroaching on the responsibilities which you are generally assigned?

What are your general expectations and/or reasons for undertaking this project? Are they consistent with reality?

What are the potential spin-offs or related benefits of this project? Personally and institutionally.

Procedures for Conceptualizing a Project

Ask a colleague(s) for reactions to the ideas through brainstorming sessions.

Check the idea against the priorities/philosophies of various funding agencies using printed information and/or consulting services available to determine the most appropriate recipient of your proposal. (Some offered without fee).

Discuss the feasibility of your idea with governmental agencies (generally state) with respect to their funding priorities. Precede the visit or telephone call with a brief prospectus of your project idea.

Discuss the idea with various local people who will be involved in, affected by, or responsible for approval and/or fiscal administration. Early awareness of proposed projects encourages acceptance and ongoing support on administrative levels.

If possible, submit a written summary of the project, or initial draft of the proposal, to the agency seeking their reactions and suggestions prior to formal submission. This may or may not be encouraged by the funding agent, but it is worth exploring.

Formats for proposal writing are generally prescribed by the funding agency; however, most will require the components shown in Figure 3.3 and discussed below.

1. Title Page. The first page of a proposal is generally designated the cover page and should contain the following items:
   a. A concise, descriptive title of the proposed activity.
   b. Name and address of the applicant.
   c. Name and address of the institution to serve as the fiscal agent.
   d. Date of submission.
   e. Name and address of the project (fiscal) coordinator.
   f. A signed statement by the project (fiscal) coordinator indicating that the proposed activity meets with his/her approval.
2. Abstract. On a single page present a summary of the entire proposal in non-technical language and including the following information:
   a. Title of the project.
   b. Party/institution submitting the proposal.
   c. Total funds requested.
   d. Dates during which the proposed activity will take place.
   e. A summary including:

Title page

Abstract

Narrative Body

- - - Statement of Problem (Need)
- - - Context - Background/Related Information
- - - Objectives
- - - Proposed Benefits
- - - Procedures - Activities
- - - Evaluation
- - - Dissemination
- - - Personnel
- - - Facilities

Budget

Appendix

Figure 3.3 Proposed Format

1) A statement of the problem.
2) The general objectives of the proposal.
3) The expected outcomes or benefits to the target population.
4) An explanation of procedures to procude the proposed outcomes.

The abstract should be written in a manner which provides an overview of the project and a summary to be used during the final reviewing process.

3. Narrative. The narrative of the proposal serves to communicate a detailed description of the project, its significance, and the coordinator's plan to pursue a positive outcome or solution to the situation. The following headings describe the various parts of a general proposal format:

   a. Statement of the Problem - Describe that which is desired, intended, or needed by the target population, but which cannot presently be provided due to the existence of one or more barriers.

   b. Context - Background Information - Provide a description of the environment in which the study is to take place.

The description may include the geographic area, the target population, and expected outcomes. Supporting data and documentation lend credence to the statement of need and significance of the proposed activity.

c. Objectives - State the objectives to be achieved during the proposed funding period. Objectives should be stated in terms of specific actions which can be measured to determine the degree to which they have been achieved. They are generally broken down into sub-objectives and stated in the order in which they are to occur.

d. Proposed Benefits - Describe the expected benefits that will be derived from the project.

e. Procedures - Activities - Describe the plan of action to be followed to achieve the proposed objectives.

Describe the activities in the order in which they are to occur with special attention given to clearly establishing:

What activity will take place?
How will it be done?
Who will participate in the activity?
Where will it take place?
When, in relation to other activities, will it occur?

It is important that each activity is related to the project Time Line, Personnel, and the Budget. Inconsistencies in these relationships may negatively effect acceptance of the proposal for funding.

f. Evaluation - Provide a description of the plan to determine the degree to which the proposed objectives, outcomes, or benefits have been met. The evaluation plan should identify the person(s) who will conduct the evaluation activity, state the time during which the evalution will take place, and describe the actual procedure/process to be used.

It is advisable to incorporate periodic interim evaluations in addition to the final evaluation to support the proposed project plan or indicate the need for a procedural change.

g. Dissemination - Describe how the results of the project will be disseminated and/or implemented. The dissemination activities may include a written account of project activities and outcomes, presentations at education conferences or workshops, and serving as a model for on-site visitations by interested parties. Costs for dissemination activities should be included in the proposed budget and project time line.

h. Personnel - Identify personnel associated with the project and state their duties and responsibilities. Personnel vitas should be included in the appendix.

i. Facilities - Describe the facilities necessary to accommodate the proposed project. Indicate these facilities which are already at the disposal of the project staff and those which may have to be acquired. In either case, describe the relationships between facility and the proposed activities and objectives. Any prior approvals to use a facility should be indicated in the narrative and documented in the appendix.

4. Budget. The budget must reflect the total financial resources needed to achieve the proposed objectives. The budget should be broken down into general line item categories such as: personnel, materials & equipment, travel. Each of these categories may again be divided into sub-categories which do not receive specific cost items.

5. Appendix. The Appendix contains a variety of items which are referred to in the preceding sections of the proposal. Items in the Appendix should be indexed on the Appendix title page to provide the reader direct access to the information desired. Examples of such items may include:

   Demographic data
   Data retrieval instruments, i.e., community survey, follow-up study
   Related research documents
   Personnel vitas
   Documentations of cooperative agreements between service agencies and LEA
   Letters of endorsement from individual and special interest groups
   Compliance documents, i.e., civil rights, affirmative, action
   Project Time Line

The proposal must progress from the early statement of the problem through the final document sections in an orderly manner such that each section is based on detailed information provided in the preceding section(s) and serves as a basis for the development of subsequent sections. For example, the reader should not find an item in the budget which has not been clearly described in the narrative. Inconsistencies of this type will be weighed heavily against the approval of the proposal and may be interpreted as an indication of one's inability to successfully provide the proposed outcomes.

Procurement of Program Funding - General Procedures

The expansion of educational services may require changes in the LEA educational budget. Districts may be able to absorb additional program-related costs through budget modification or find new local resources. In either case, program proposals must follow LEA guidelines and be submitted to local education administrative offices for funding consideration. Districts with limited funding capabilities may require funds from outside the local community in order to consider funding proposed programs.

Extramural funding sources may be divided into two general resource categories: governmental agencies, and private agencies. Each category has unique characteristics regarding their prescribed procedures for awarding monies. The following discussion will provide a general overview of the two extramural funding sources and general guidelines for identifying funding agencies.

Governmental Agency Perspectives. Proposals submitted to governmental agencies are generally of a homogeneous nature due to the specialized bureaucratic structure of our state and federal government. Within each department or bureau there are supervisors who are assigned specific programmatic areas within the agency, i.e., special education, vocational education. Proposals received by program supervisors are often reviewed by a group of readers who are recognized professionals known for their expertise in a specific subject area. These individuals read and critique each proposal in accordance with established procedure/criteria developed by the government agency. Their reviews are shared with the supervisor and given considerable weight in the final award of grant monies. Guidelines for writing proposals are fairly specific and are readily available upon request. Proposals are generally written with the assumption that the readers are familiar with the philosophy and terminology of the subject area. This eliminates the need for an extensive narrative describing the background and/or nature of the proposed activity.

Private Agency Perspectives. Proposals sent to private foundations require considerably more attention to details of the proposed activities and outcomes. The funding agent may be a layperson who is unfamiliar with the project area. Under these circumstances, it is imperative to clearly describe the rationale for approaching the foundation for funding, especially if the proposed activity is to receive partial funding from local, state, or federal government sources. Foundations do not want their investment in a proposed project to be merely an extension of their present tax burden. They should assume unique roles in which government or other contributing sources cannot participate. Furthermore, they should receive due recognition for their involvement. Interested persons should write directly to the private agency for guidelines for submitting proposals.

Identification of Federal or State Funding Sources. Listing of federal funding sources may be used in two ways: to review summaries of grant monies previously awarded, or to review announcements requesting the submission of proposals. Among the publications of federal agency funding sources are the following:

Federal Register
U.S. Government Printing Office
Washington, DC
$55/year, daily when Congress is in session.

Commerce Business Daily
U.S. Government Printing Office
Washington, DC
$75/year, daily publication

Federal Research Report
P.O. Box 1067
Silver Springs, MD
$87/year, bi-weekly publication

Education Daily
Capitol Publication - Suite G-12
2430 Pennsylvania Avenue NW
Washington, DC
$275/year, daily publication

Federal Grants & Contracts Weekly
Capitol Publication - Suite G-12
2430 Pennsylvania Avenue NW
Washington, DC
$114/yearly, weekly publication

Since these publications do not apply exclusively to special or vocational education at the secondary level, a school district should carefully weigh the cost of these publications against expected benefits. The school district can obtain program funding information through the Wisconsin Department of Public Instruction or the University of Wisconsin campus libraries that subscribe to these publications.

Request for funding sources within the state should be directed to the appropriate division or bureau in the Wisconsin Department of Public Instruction. Two such divisions are:

Division of Handicapped Children & Pupil Services
Bureau for Exceptional Children
Attn: Special Disability Supervisor

Division for Instructional Services
Bureau for Vocational Education
Attn: Specific Program Supervisor

Contact with supervisors from these bureaus is advised. They can identify state and/or federal extramural funding and advise concerning the continuation and/or coordination of additional funding sources.

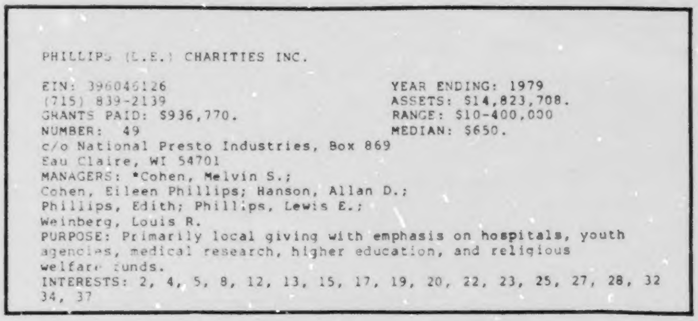
Identification of Private Agency Funding Sources. The search for private agency funding for vocational programs has been greatly simplified by the services available through the following agency:

The Foundation Collection
Marquette University Memorial Library
1415 West Wisconsin Avenue
Milwaukee, WI 53233
(414) 224-1515

The Foundations Collection operates as part of the national network of Regional Reference Collections of the Foundation Center in New York and publishes bi-annually the Foundations in Wisconsin: A Directory. The publication contains listings of private foundations in Wisconsin and neighboring states and provides information in the following format.

Name of Foundation
Address - Telephone Number
Assets
Total grants awarded
Grant range
Median grant
Number of grants
Manager and manager's interests

An example of a foundation entry is shown in Figure 3.4.



PHILLIPS (L.E.) CHARITIES INC.

EIN: 396046126 YEAR ENDING: 1979
(715) 839-2139 ASSETS: $14,823,708.
GRANTS PAID: $936,770. RANGE: $10-400,000
NUMBER: 49 MEDIAN: $650.
c/o National Presto Industries, Box 869
Eau Claire, WI 54701
MANAGERS: *Cohen, Melvin S.;
Cohen, Eileen Phillips; Hanson, Allan D.;
Phillips, Edith; Phillips, Lewis E.;
Weinberg, Louis R.
PURPOSE: Primarily local giving with emphasis on hospitals, youth agencies, medical research, higher education, and religious welfare funds.
INTERESTS: 2, 4, 5, 8, 12, 13, 15, 17, 19, 20, 22, 23, 25, 27, 28, 32 34, 37

Figure 3.4 Example of Foundation Entry

Another service offered by The Foundation Collection is a computer search for grant information on both federal and private organizations. Data bases available to The Foundation Collection are:

Federal Assistance Programs Retrieval System
(federal funding programs - monthly update)

Foundation Directory
(national foundation - semi-annual update)

Foundation Grants Index
(national grants $5,000+ - bi-monthly update)

Each search is conducted in response to subject descriptors selected by the requesting party through consultation with Foundation Collection staff. Inquiries for this service may be made in person, by telephone, or by mail. Requests from school districts must include the Wisconsin Tax Exempt Number of the LEA. A copy of the Directory may be purchased at nominal cost from Marquette University Memorial Library at the previously listed address.

SUMMARY

This section reviews considerations that should be addressed in planning vocational programs for moderately retarded students. Informal and formal assessment activities are presented for use in securing information for program planning. Four major types of vocational training programs are reviewed and related considerations are highlighted in terms of their possible impact on the program budget. Regulations that influence the employment of students in vocational programs are cited.

The development and presentation of a program proposal is discussed from securing local administrative approval to developing a program proposal and procuring program funding. The proposed format and sources of funding are stressed. Further exploration of local program development procedures is advised.

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SECTION 4

HOW IS A VOCATIONAL PROGRAM IMPLEMENTED?

HERBERT J. GROVER, STATE SUPERINTENDENT
WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

HANDBOOK FOR EDUCATORS INVOLVED IN VOCATIONALLY ORIENTED PROGRAMMING FOR MODERATELY RETARDED ADOLESCENTS

SECTION 4

HOW IS A VOCATIONAL PROGRAM IMPLEMENTED?

E. Milo Pritchett
Project Director

Robert J. Pullman
Program Coordinator

Department of Special Education
University of Wisconsin-Eau Claire
Eau Claire, Wisconsin 54701

1983

This project was performed pursuant to a grant of contract with the Wisconsin Department of Public Instruction, Bureau for Vocational Education, Madison, Wisconsin. Contractors undertaking such projects were encouraged to express freely their professional judgment in the development of the project. Points of view or opinions stated, therefore, do not necessarily represent official Department of Public Instruction policy.

The Department of Public Instruction (DPI) does not discriminate on the basis of race, sex, age, religion, handicap, or national origin. The responsibility for civil rights technical assistance to local school districts is that of the Office of Equal Educational Opportunities at the Department of Public Instruction. The Vocational Equity Coordinator in the Bureau for Vocational Education, DPI, can provide technical assistance to local districts in the area of equity in vocational programming.

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INTRODUCTION

The implementation of a vocationally oriented training program for moderately retarded students varies according to the nature of the program, the resources of the school and the characteristics of the student population to be served. The discussion that follows addresses the most common aspects of a program and includes:

> WHAT ARE THE CHARACTERISTICS, ROLE AND FUNCTION OF THE VOCATIONAL PROGRAM ADVISORY COMMITTEE?
>
> WHAT ARE THE RESPONSIBILITIES OF THE TEACHING STAFF AND SUPPORT PERSONNEL?
>
> WHAT ACTIVITIES CONSTITUTE A VOCATIONAL ASSESSMENT PROGRAM?
>
> HOW ARE SELECTED VOCATIONALLY ORIENTED TRAINING PROGRAM DELIVERY MODELS IMPLEMENTED?
>
> HOW ARE THE VOCATIONAL COMPONENTS OF THE INDIVIDUALIZED EDUCATION PROGRAM (IEP) DEVELOPED?
>
> HOW IS VOCATIONALLY ORIENTED TRAINING PROGRAM EFFECTIVENESS EVALUATED?

The strategies presented are to serve merely as a model which may require individual modifications.

WHAT ARE THE CHARACTERISTICS, ROLE AND FUNCTION OF THE VOCATIONAL PROGRAM ADVISORY COMMITTEE?

A vocational program advisory committee consists of a group of individuals that represents various segments of the local community and is formed to advise educators regarding one or more vocational education programs. Phelps and Lutz (1979) believe that it is imperative that vocational education programs develop and maintain open lines of communication with various segments of the local community in order to respond effectively to the needs of moderately retarded students and their potential employers. Through the development and use of a program advisory committee, information is most effectively shared and a productive and functional instructional resource for school personnel is established.

How is a Vocational Program Advisory Committee Developed?

The forming of an advisory committee may follow a number of procedures. Phelps & Lutz (1977) prefer forming an advisory committee representing employers, community and state agencies, teachers, support service personnel, parents, and students. The American Vocational Association (1969) states that committee membership should be made up of laymen only and a representative of the LEA should meet with the committee and act as a liaison between the LEA and the committee. An advisory committee should be appointed as soon as a program is started. The number of members on the committee will vary from program to program and it is generally recommended that the committee have from five to nine members (Wisconsin Department of Public Instruction, 1979).

Advisory committee membership should include persons who represent the specific occupational areas in the vocational training program curriculum and who have direct contact with employers in those areas. Persons such as personnel directors, production managers, and foremen, along with key administrative personnel, can provide current economic and employment concerns and practices in local business and industry where program participants may be trained and/or employed. Parents of moderately retarded students, as well as parents of non-handicapped students, should also be represented on the committee to provide a different perspective on program issues. Representatives of special interest groups including human service agencies, labor unions, civic organizations, advocate groups may also be considered for committee membership. Non-voting participants might include a member of the P.L. 94-142 Program Advisory Committee and/or the Comprehensive Inservice Training Plan Advisory Committee who could share federal and state concerns. Special and vocational education teachers and administrators might also be invited to attend meetings when they can provide testimony regarding issues of concern to the committee.

Recommendations for prospective advisory committee members may be obtained from the program's steering committee, Local Vocational Education Coordinator, Director of Special Education, and program instructors. The review of prospective advisory committee members should be based on at least three essential points suggested by the American Vocational Association (1969).

1. Experience and enthusiasm. Members must have had recent successful, firsthand, practical experience in the committee's area of concern, and evince substantial interest in the program. They should have the respect of their associates although they need not have many years of working experience. The potentially successful person who is making the most of limited opportunities and is enthusiastic about the program should be considered regardless of his age. Committee membership should not be limited by age.
2. Character. Candidates for memberships should be people of intelligence, integrity and courage who are responsible, civic-minded and cooperative. Persons who are aggressive and ambitious do not always make the best members, but the channeling of such characteristics toward committee goals should not be overlooked as a powerful force. Those taken up with provincial concerns usually are not interested in the entire community. Attention must be paid to the motivations of prospective members before they are asked to serve.
3. Available time. Members of an advisory committee must be available for meetings and prepared to meet frequently, when necessary. They must keep informed about school activities and know how to relate their particular interest area to the entire school. The amount of time that prospective members can devote to committee work must be considered before they are proposed.

Another vital point to consider is balanced representation. All segments of the program(s) must have a voice to promote cooperation and assure the welfare of the program.

When prospective candidates have been selected to serve on the program advisory committee, a letter of invitation (Figure 4.1) should be sent to the candidates informing them of the school district's interest in their participation. If a response is not received in a reasonable period

Mr. Fred Williamson
Produce Manager
Federal Super Market
2008 Main Street
Dairytown, WI 54545

Dear Mr. Williamson:

Because of your experience and present activities in the field of retail food management, the Board of Education of the Dairytown Public School District has recommended that you be contacted and asked to serve as a member of the Vocational Program Advisory Committee.

An Advisory Committee is composed of local and area businessmen, tradesmen, parents, civic leaders, and other interested persons who are drawn together for the purpose of providing closer communication between the world of work and the local education agency. Your participation as a committee member, will require your attending bi-monthly meetings generally scheduled at 7:00 p.m. on the second Tuesday of each even numbered month. As you will be serving as the representative of the retail food management field, your attendance will be critical.

Please give this invitation to serve on the Vocational Program Advisory Committee serious consideration and inform me of your decision within the next few days. If you have further questions, please don't hesitate to contact me personally. Your participation as a committee member will greatly benefit the Vocational Programming at Dairytown Public Schools.

Sincerely,

Dr. Howard Dunbar
Superintendent
Dairytown Public Schools
Dairytown, WI 54545
Phone 888-6088

HD:bb

Figure 4.1 Sample Advisory Committee Invitation

of time, a follow-up telephone call may be considered. When the advisory committee membership has been established, a letter of appointment should be sent to each member providing the information shown in Figure 4.2

Mr. Fred Williamson
Produce Manager
Federal Super Market
2008 Main St.
Dairytown, WI 54545

Dear Mr. Williamson:

It is my pleasure to inform you that your two year appointment to the Vocational Program Advisory Committee is effective beginning _________. Your term will run until ______________.

The first meeting for the next fiscal year will be held on ___________ at the Civic Center Hall. An agenda and program related materials will be forwarded to you prior to the meeting.

On behalf of the Board of Education, the District Administrator, and other persons directly involved in the Vocational Program, I wish to extend my appreciation on your accepting this appointment. We hope that you will enjoy sharing your expertise as we continue to provide vocationally oriented programming to the special needs students of Dairytown Public Schools.

Sincerely,

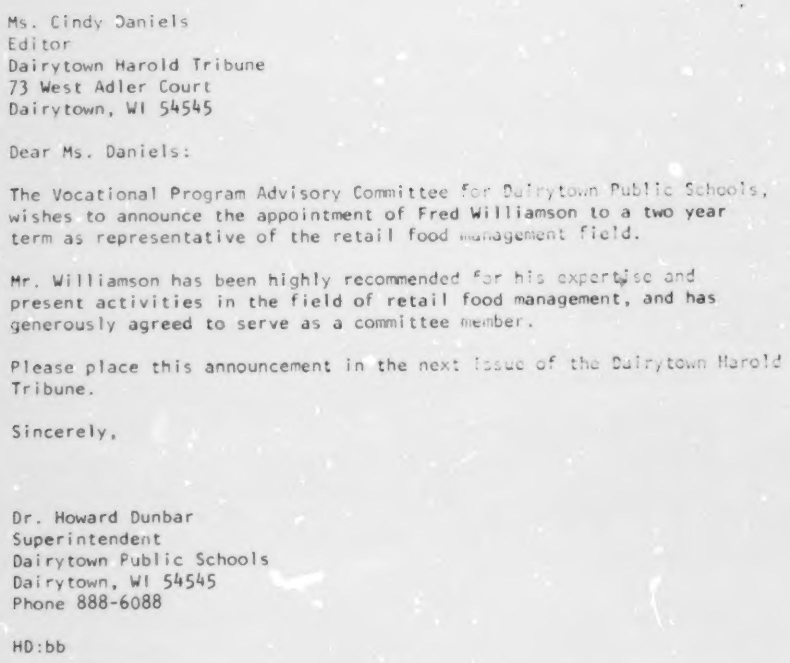
Dr. Howard Dunbar
Superintendent
Dairytown Public Schools
Dairytown, WI 54545
Phone 888-6088

HD:bb

Figure 4.2 Sample Letter of Appointment

A news release (Figure 4.3) may also be provided the local media announcing the appointments to the advisory committee.

One of the first orders of business of the newly formed advisory committee is the election of a chairperson who is to call for and preside over all business meetings of the committee. The chairman should be elected from within the committee by fellow committee members. The person selected for



Ms. Cindy Daniels
Editor
Dairytown Harold Tribune
73 West Adler Court
Dairytown, WI 54545

Dear Ms. Daniels:

The Vocational Program Advisory Committee for Dairytown Public Schools, wishes to announce the appointment of Fred Williamson to a two year term as representative of the retail food management field.

Mr. Williamson has been highly recommended for his expertise and present activities in the field of retail food management, and has generously agreed to serve as a committee member.

Please place this announcement in the next issue of the Dairytown Harold Tribune.

Sincerely,

Dr. Howard Dunbar
Superintendent
Dairytown Public Schools
Dairytown, WI 54545
Phone 888-6088

HD:bb

Figure 4.3 Sample News Release

this position should have demonstrated organizational abilities and communication skills in directing small groups of people.

The term of appointment to a newly formed advisory committee will vary. Members are initially appointed to serve a fixed term of one, two, and three years. This staggering terms of appointment establishes an annual rotation of approximately one-third of the membership. The advantage to this type of committee management is it infuses the committee with new ideas and enthusiasm on the part of new members and retains experience and stability from those remaining on the committee. The initial award of the one, two, or three year terms of appointment may be done by a drawing or other means of random selection to avoid any feelings of favoritism or bias.

What is the Role of the Vocational Program Advisory Committee?

Historically, advisory committees have been productive and beneficial in serving the needs of teachers, administrators, and students in vocational programs. They have become widely recognized as a productive and functional instructional resource for school personnel.

Since the emergence of vocationally oriented programs for moderately retarded students, the use of advisory committees has become critical. Cochran, Phelps, and Skupin (1974) believe that advisory committees can be effectively used to support these programs in the following seven areas:

1. Identify and coordinate the use of various community resources for the instructional program.
2. Provide advice on the appropriateness and relevancy of instructional content.
3. Review and provide recommendations on instructional materials, facilities, and equipment.
4. Assist with student placement in cooperative work experience and full-time employment positions.
5. Develop and sponsor a comprehensive community public relations program.
6. Coordinate community need, manpower supply and demand, and follow-up surveys to collect relevant and supportive information for decision making.
7. Review and evaluate the total special needs program periodically.

What are the Functions of the Vocational Program Advisory Committee?

The functions of the vocational advisory committee as discussed by the American Vocational Association (1969) can best be established by stating first what the group is not to do. Though the duties of the advisory committee may extend far beyond merely giving advice, it must be clearly understood that the committee has neither legislative nor administrative authority. Such responsibilities are solely those of the local school board and district administration.

Vocational program advisory committee functions have been identified and published by the states of Wisconsin (Smeltzer and Zahn, n.d.) and Illinois (1972). A modification of those lists is presented below for the reader to use as guidelines and to expand or modify according to local program and community needs.

Help for Teachers and Administrators

Assist school administrators and instructors in establishing a philosophy of vocational education.

Assist in the preparation of measurable objectives for vocational programs and courses.

Maintain all advisory committee activity on an advisory status only, but at the same time realize the school needs their assistance to insure vocational program relevance to local community needs.

Assist and establish vocational education programs and advising on the use of proper criteria for its evaluation.

Extend their vocational expertise for clinics, in-service workshops, seminars, and training programs.

Assist in establishing teacher qualifications for vocational teaching positions.

Assist in providing job descriptions on which vocational course content may be developed.

Suggest general vocational abilities necessary for a graduate of the vocational training program to have in order to compete in the local employment community.

Provide criteria for awards and prizes to outstanding students.

Identify potential training stations for placement of students enrolled in community based aspects of the vocational training program.

Arrange meetings to establish cooperative relationships between the school, industry, and parents of moderately retarded students.

Student Career Selection, Placement and Evaluation

Assist in the following public relations activities to encourage young people and their parents to consider vocational education.

> Assist in the formulation of a speaker's bureau to make speeches to civic clubs, career day meetings, parent organizations, etc.
>
> Assist in establishing procedures for providing vocational and/or technical information to parents.
>
> Provide ideas for acquainting younger students and teachers in lower grades with vocational programs offered at the secondary level.
>
> Visit area vocational, technical and adult education (VTAE) schools to become acquainted with programs available at the post-secondary level.
>
> Assist in developing procedures for providing information to guidance counselors about vocational programs and employment.

Assist in the establishment of criteria and qualifications for admission to the vocational training program(s) including use and interpretation of vocational aptitude and interest tests.

Provide information concerning desirable education, and preferred experience for entry-level jobs and advanced training for vertical mobility within specific occupations.

Arrange plant and/or field visits for students, instructors, and parents.

Provide specialized occupational folders, brochures, pamphlets to teachers, counselors, parents, and students.

Assist instructors in the formation of accurate, realistic specialized instructional products for group and individualized instruction.

Assist in the development and acquisition of qualification requirements to be used for initial employment of program participants.

Participate in and help to interpret ongoing surveys of local industry manpower needs, job availability, anticipated employment in the community and identification of future employment areas.

Assist in placement of students in part- and full-time employment and advise in job placement of vocational training program graduates.

Assist with procedures for continuous evaluation of the programs and follow-up evaluation of participants for program accountability.

Educational Programs Pertaining to Career Information and Community-Parent Involvement

Evaluate and issue supporting recommendations on budgetary requests, physical conditions, adequacy of equipment and supplies, laboratory shops, classrooms, etc.

Assist in the development and periodic evaluation of course content to assure its up to date in meeting the changing skill and knowledge needs of the community, and employment area for industry and business.

Obtain needed school equipment and supplies on loan, as gifts, or at special prices.

Assist in the establishment of proficiency standards for students and help with job analysis and task analysis in specialized vocational training areas.

Assist in the development of school procedures concerning the kinds and volume of simulated production work to be produced by students so that this work will provide a valid instructional experience in preparation for more advanced educational programming.

Establish and help to maintain a library of specialized visual aids, magazines, and books concerning industry and business.

Assist in the development of summer school vocational skill and avocational training programs in support of academic year offerings.

Assist in the development of evening school skill improvement courses for employed personnel on the continuing adult level.

Arrange business and industrial field trip visits and limited term employment for teachers to upgrade their teaching background in particular occupational areas.

Provide, whenever possible, training resources, i.e., raw materials, finished products, equipment, charts, posters, etc., for exhibit and instructional purposes in vocational classrooms and shops.

Assist in the development and support of other special educational training programs for disadvantaged and handicapped students conducted in accordance with the needs of the local community.

Assist in the development of on-the-job training related courses for moderately retarded students and their employers in accordance with recommendations from local business/trade groups.

Assist in making cost studies for vocational programs and courses.

Assist in establishing an appropriate sequence for proper student development in order that program participants will have proper training to obtain a job.

Seek the cooperation, when needed, from service agencies in support of vocational education.

Public Relations

Support the vocational education program in its direct relationship to the activities of local and state school officials, boards, and legislative groups.

Help obtain speakers to address trade and civic groups, teacher inservices, and parent groups about the development of the program.

Assist in arranging for publicity with school administration approval and in contacting news media, such as newspapers, trade magazines, radio and television stations, that would not otherwise be available to the school.

Participate in radio and TV programs designed to sell vocational education programs to the public.

Participate in vocational training program "open house" for all students, parents, teachers, and other adults in the community.

Invite teachers, counselors, administrators and students to visit business and industrial sites that train and employ handicapped workers.

Inform employees and their families about vocational school programs supported by their companies and provide information about the programs on bulletin boards, through news stories in company publications and enclosures in pay envelopes with approval of management.

Assist in funding vocational education and training programs within the community through donations and fund raisers.

Support the advancement of the vocational education program through attendance at educational workshops and conferences.

Assist in evaluating the school public relations policies and actions with respect to presenting vocational training programs to business, industry, and the local community.

Applicable to Support of Special Vocational Programs at Area Vocational, Technical and Adult Education Campuses

Aid area VTAE campuses in studies of local school vocational training curriculums and needed specialized post-secondary programs that would augment existing secondary programs.

Help develop lines of communication between area VTAE campuses and local secondary schools for improvement in vocational programming.

Aid and supply specialized knowledge of vocational training sites for possible utilization by both secondary and post-secondary program participants.

Assist in development of curriculum for area VTAE campuses that would provide a complete training program between secondary and post-secondary programs.

Give specialized vocational assistance in planning interaction between secondary and post-secondary vocational training programs.

Advisory Committee Operations

Assist in setting up and implementing a set of rules and by-laws to insure an active, productive, and stable advisory committee.

Attend meetings regularly to insure that the committee functions effectively.

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Student Recognition

Provide scholarships and other financial assistance for outstanding students who wish to continue their career in vocational training.

Provide recognition of outstanding students through prizes, awards, and publicity approved by the local education agency administration.

Provide recognition for outstanding leadership of special and vocational education teachers and administrators, and contributions to the promotion of vocational education for the moderately retarded young adults by business and industrial representatives.

Acquainting local vocational program advisory committee members to the wide range of functions that they should assume may give birth to even more ways they can assist teachers and administrators in meeting program goals.

What Management Strategies Will Maintain a Productive Vocational Program Advisory Committee?

Strategies selected for managing the advisory committee's activities are equally as important as the committees membership and the role and functions that they assume. As most committee members have primary responsibilities for their business, industrial, or personal affairs, unnecessary demands on their time is unwise. The following strategies are provided to help develop and maintain a productive relationship between the program staff and its advisory committee:

1. Provide newly appointed members with complete background information on program activities and developments including a committee roster.
2. Establish a concensus on preferred time and location at the close of the first meeting for future committee meetings.
3. Provide members with notification of time, location, agenda, and any additional information/materials that will be

discussed well in advance of each scheduled meeting. Telephone reminders on the day of the meeting may be considered.

4. Elect a chairperson from within the committee membership to preside over all business meetings for one year and require at least one year of absence before the person can resume the chair.
5. Create a comfortable business-like atmosphere through recognition of the appointed chairperson's authority and responsibility.
6. Provide all members with an equal opportunity to express their concerns, guarding against one person's ideas dominating the thinking of the group.
7. Encourage positive suggestions for change, rather than a non-contributing negative point of view.
8. Formulate summations only after there has been adequate time for thought and discussion.
9. Support the chairperson's efforts to move the meeting at a pace which will allow for all items on the agenda to be covered adequately.
10. Close the meeting on time, with a summary of the issues discussed and a reminder of actions to be taken prior to the next meeting.
11. Encourage the committee secretary to develop a final draft of the meeting's minutes as soon as possible to provide local administration with an up-date on current committee activities.
12. Inform the committee of actions which have been taken by the school administration in response to their recommendation.
13. When appropriate, keep committee members informed of membership positions that are due to be rotated in an effort to keep the committee an active and contributing part of the vocational program offering.

As in any worthwhile activity involving voluntary input from a variety of interested persons, giving credit generously in direct response to member's contributions is most important. Certificates of appreciation should be presented publicly together with recognition of their generous involvement in program related activities. Stadt and Gooch (1980) suggest that because committee members serve without compensation and at some expense to themselves and their employers, they should be recognized in more than one way. In addition to certificates of appreciation, the authors suggest that letters of appreciation be sent annually by the district administrator to committee members and their superiors, as well as special invitations to selected school functions. Reserved seats, special introductions, parking permits, and other niceties should also be afforded them in recognition of their importance.

WHAT ARE THE RESPONSIBILITIES OF THE TEACHING STAFF AND SUPPORT PERSONNEL?

The general responsibilities and qualifications of the special and vocational education teaching staff and support personnel are discussed under the following position titles:

Program (teacher) coordinator
Special education teacher
Vocational education instructor
Vocational-special education teacher aide
Vocational education peer tutor
Vocational training site supervisor

Responsibilities and recommended qualifications are presented in general terms and may have to be modified to meet local needs of specific programs, students, and community. Vocational education program designed for non-handicapped students provide limited opportunities for mentally retarded students. Therefore, the special education staff must accept primary responsibility for developing and offering parallel or modified programs of vocational education for these students.

What are the Responsibilities of the Program (Teacher) Coordinator?

The program coordinator's responsibilities discussed in this Handbook are those of a staff person, generally a special education teacher, who provides a portion of the in-school training program as well as works directly with the vocational educator and/or training site supervisors. Stadt and Gooch (1980) recommend the appointment of a coordinator for programs. They believe awarding supervisory responsibilities to an individual staff person increases internal efficiency and assures consistent policies, procedures, services, and activities among the vocational programs. This arrangement will also enhance the coordination of effort between the LEA, the cooperating employers, and the community especially in instances where the cooperating employer receives student learners from several different programs.

The program coordinator's responsibilities, as outlined by the Minnesota Department of Education (1977) consist of a wide range of activities and contacts with the school, students, and the cooperating employers. They include:

1. Develop community and/or school work stations.
2. Develop a Training Agreement between student, the employer, and the parent relative to role and responsibility of each party.
3. Insure that proper safety instructions are provided by the school and/or employer.
4. Maintain a regular visitation schedule to observe students at work and to assist employers to fulfill their responsibility to the students.
5. Develop a transportation system utilizing all available district and community resources.
6. Act as a team leader where possible in designing student's Individualized Education Programs and utilizing such persons as rehabilitation counselors, psychologists, social workers, counselors, instructional staff, parents and others as individual cases warrant.
7. Develop and maintain a realistic program designed to meet the individual needs of moderately retarded students.

8. Develop procedures for evaluating each student's progress toward a maximum level of employability.

9. Coordinate the in-school educational program that may include assisting students who enroll (with assistance as needed) in non-special education courses.

10. Conduct related vocational employability skills course(s) for a minimum of one school period per day for all assigned students, except those who are receiving short-term rehabilitation services.

11. Maintain records required by the State Department of Public Instruction and Department of Labor (State and Federal).

12. Work with rehabilitation counselor to secure services available through the Division of Vocational Rehabilitation (DVR) both during and after high school.

13. Utilize all available community resources for the students while they are in the program.

14. Conduct inservice training for staff, training site supervisors, teacher aides and peer tutors.

15. Maintain and improve professional growth through involvement in continuing education professional organizations and state and national conferences.

16. Effectively utilize the expertise of the program advisory committee.

17. Work with the student, the student's parents, school officials, DVR counselors, and other resource persons to develop concrete post-high school vocational plans.

18. Promote exploration in varied occupations and/or advancement in an occupational area based on student aptitudes and interests.

19. Be informed of the school district's and employer's insurance policies.

20. Develop medical history in cooperation with DVR, parents, family doctor, and student.

21. Maintain open communication with principal, vocational director, and special education director to assure support of the program.

22. Provide opportunities for students to become involved in student organizations such as VICA, FFA, etc., and/or encourage the development of a work experience club.

What are the Qualifications of the Program (Teacher) Coordinator?

The qualifications of the vocational program coordinator varies according to how the position is funded. The coordinator must meet certification requirements of the Wisconsin State Plan for Vocational Education if the position is funded through the 1978 Vocational Education Amendment (P.L. 94-482). If special education funds support the position, Wisconsin Department of Public Instruction certification requirements in the appropriate disability area, i.e., mental retardation, must be met. Qualifications which are recommended for the position are:

1. Training in the area of principles, issues, or philosophy of vocational education.
2. Training in the organization and administration of cooperative vocational programs.
3. Training/experience in employment other than teaching - preferably at a semi-skilled or skilled level.
4. A personality which will allow an open communication and trusting relationship with the moderately retarded student learners.
5. Empathy for the moderately retarded students that will allow them to realize the challenges to reaching their vocational potential.
6. Successful teaching experience and other experience in working with moderately retarded students.
7. Working knowledge of the local business and industrial community and how it functions as an integral part of our society.
8. Working knowledge of the existing vocational (special and regular) training programs in the local school district and area VTAE campus.
9. Interest in further developing vocational training skills.
10. Ability to communicate openly with semi-skilled, skilled, and technical workers employer in local business and industry.
11. Skills/experience in conducting job and task analysis.
12. Training/experience in administering and scoring vocational interest and aptitude assessment instruments to mentally retarded persons.
13. Other qualifications may be suggested by the program advisory committee and required by local district administration.

What are the Responsibilities of the Special Education Teacher?

The special education teacher and program (teacher) coordinator may frequently be the same person. The following list of program related responsibilities is not an all-encompassing job description of the special educator, but rather illustrates the diversity and expanse of the role in the delivery of vocational training for the moderately retarded students:

1. Determine the numerical, communication, psychomotor/physical, social skills, and learning styles of the student learners.
2. Determine the vocational aptitudes, interests, and experiences of the student learners.
3. Develop a profile of vocationally pertinent information of the student learners.
4. Identify vocational clusters where the student's assessed/expressed interests and aptitudes may be expanded through further exploration and training.
5. Participate in the annual development/review of the vocational component of the students' IEP.
6. Develop/provide remedial instruction to develop student's entry level skills for training or employment.
7. Identify portions of the regular vocational program offerings and supplemental services that may prove beneficial to the student learner.
8. Coordinate the services of a teacher's aide to provide remedial and/or supplemental educational services as needed.
9. Operate a work adjustment/simulated production laboratory with assistance from vocational educators during design and implementation phases.
10. Consult frequently with team members (i.e., program coordinator, vocational instructor, training site supervisor) concerning student learner's progress.
11. Consult with team members to establish and utilize performance evaluation procedures and criteria as specified in the IEP.
12. Prepare the student for job seeking activities commensurate with individual ability levels.
13. Help establish and reinforce appropriate social and work behavior.
14. Communicate regularly with student's parents regarding student progress and parental support of learning experiences.

These responsibilities and others may be shared in varying degrees with other members of the vocational team.

What are the Qualifications of the Special Education Teacher?

The special education teacher must meet Department of Public Instruction teacher certification requirements in the major area of teaching, i.e., mental retardation. Other qualifications that are recommended include:

1. Training in the principles, issues, or philosophy of vocational education.
2. Training in the organization and administration of cooperative vocational education programs.
3. Training/experience in the assessment of vocational aptitudes and interests of moderately retarded students.
4. Training/experience in employment other than teaching - preferably at a semi-skilled or skilled level.
5. Personality which allows open communication and trusting relationship with moderately retarded student learners and their parents.
6. Empathy for moderately retarded students as they strive to reach their vocational potential.
7. Skills/experience in conducting job and task analysis.
8. Skills/experience in developing vocationally oriented remedial and supplementary instruction.
9. Ability to communicate openly with vocational education instructors and technical training site supervisors.
10. Working knowledge of the local school district and the area VTAE vocational training programs.
11. Interest in further developing vocational teaching skills.
12. Working knowledge of the local business and industrial community as an integral part of our society.

Additional qualifications may be suggested by the program advisory committee and stipulated by the local district administration.

What are the Responsibilities of the Vocational Education Instructor?

The responsibilities of the vocational education instructor in a work adjustment or skill training program for moderately retarded students are generally limited to:

1. Assisting in the initial development and implementation of the selected delivery model.
2. Providing basic skill training to students integrated into regular vocational courses.

The vocational education instructor will perform the following activities in working with other team members (i.e., program coordinator, special education teacher, training site supervisor).

1. Assist in conducting job and task analysis of:

    a. Local employment/training sites.
    b. In-school vocational training programs.

2. Assist in the development of simulated production activities and laboratory design for use in on-campus work adjustment delivery models.
3. Assist in the development or approval of safety instructional units to be coordinated with all of the delivery models.
4. Identify potential training sites in local business and industry.
5. Participate in review of students' identified vocational aptitudes and interests.
6. Participate in the development of the vocational components of the IEP.
7. Maintain anecdotal records of vocationally significant data.
8. Identify, train, and supervise vocational laboratory peer tutors.
9. Participate in the evaluation of student performance/programs relative to achievement of the IEP goals and the acquisition of entry level skills for further training or employment.

If the moderately retarded student has the potential to benefit by an existing vocational program designed for non-handicapped learners, the vocational education instructor has the primary responsibility for integrating moderately retarded students into regular vocational laboratories and making the necessary modifications in these areas:

1. Tools, equipment, and machinery.
2. Required student projects.
3. Sequence of skill development.
4. Instructional materials.
5. Performance evaluation criteria and techniques.

These responsibilities are a part of the regular teaching responsibilities.

What are the Qualifications of the Vocational Education Instructor?

The qualifications for the vocational education instructor involved in special vocational programming would be similar to those required by the Department of Public Instruction of any vocational instructor with the following suggestions:

1. Training/experience in working with moderately retarded young adults.
2. Training/experience in developing alternative instructional materials and techniques.
3. Training in the organization and administration of cooperative vocational education programs.
4. Training/experience in developing alternative performance evaluation criteria/techniques.
5. A personality which will allow open communication with the moderately retarded student learners and their parents.
6. Empathy for the moderately retarded students that will allow them to realize the challenges to reaching their vocational potential.

What are the Responsibilities of the Vocational-Special Education Teacher Aide?

The responsibilities of the vocational-special education teacher aide will vary depending upon the program delivery model. Generally, the teacher aide will report directly to the special education teacher and will have responsibilities that range from in-school (special and vocational) tutorial activities to on-site orientation and support of student learners. Some of the activities in which teacher's aides may be utilized are:

1. Assist students during prescribed special educational remedial and support training.
2. Assist students in acquiring basic program or employment entry level skills.
3. Assist students in developing community mobility skills required for on-site training and employment.
4. Assist students in developing independent daily living skills.

Other responsibilities may be designated by members of the vocational team subject to review and approval by the local district administration.

What are the Qualifications of the Vocational-Special Education Teacher Aide?

The qualifications for employment as a vocational-special education teacher aide include three years of work experience with children or two years of university course work and a license issued by the Department of Public Instruction. Aides should also have the following experience, ability and qualities:

1. Experience in working with moderately retarded students.
2. Experience in a variety of employment situations--preferably at a semi-skilled or skilled level.
3. Ability to record anecdotal information regarding students vocationally oriented performance.
4. Personality which will allow open communication with the moderately retarded student learners and their parents.
5. Empathy for the moderately retarded students that will allow them to reach their vocational potential.

What are the Responsibilities of the Vocational Education Peer Tutor?

In considering the use of vocational peer tutors and their responsibilities, Robert Ervin (1980) points out that in situations where moderately retarded students are integrated with average students, a problem arises when the teacher attempts to keep everyone working near the same level of achievement. Problems arise when the average students pass the prerequisite safety test and begin work, while the handicapped student remains behind, functioning at a slower pace and feeling left out. The situation evolves into teaching two classes: one for students engaged in vocational skill development and one for students still trying to master the required safety procedures. The gap between these two groups continues to grow to a point where the benefit of integration or mainstreaming is questioned. One possible solution to this problem is the use of peer tutors who assist in the management and operation of the vocational laboratory. Among the instructional responsibilities that may be assigned vocational peer tutors are:

1. Assist students in the development of required safety skills.
2. Assist students in understanding classroom lectures and written instructional materials (i.e., process instructions, diagrams, plans, recipes).
3. Repeat demonstrations on a one-to-one basis.
4. Encourage independence in developing and utilizing vocational skills.
5. Record/report objectively on student performance to the instructor.

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What are the Qualifications of the Vocational Education Peer Tutor?

Peer tutors are students who possess advanced vocational skills and social behaviors/attitudes that allow them to assist the instructor. In addition to the academic standing prerequisite, Ervin (1980) suggests that the peer tutors have the following qualities and characteristics:

1. A commitment to help students that are "different" from them, less fortunate than they are.
2. Skills and knowledges in the vocational area(s) they will work in.
3. Maturity and emotional stability.
4. Leadership ability.
5. Understanding of the necessity for repetitions of operations and procedures.
6. Ability to make decisions when necessary.
7. Ability to plan and evaluate work done by students.
8. Ability to determine if quality and quantity of work is acceptable.
9. Ability to communicate/relate to others.
10. Ability to give constructive criticism that will motivate other students to do better.
11. Ability to remedy/rectify problems that may arise.
12. Ability to handle emergencies.

Ervin (1980) believes that peer tutors should be students who are highly visible both on campus and in the community and that athletes have the most visibility. The reasons for selecting these students are:

1. They have experience working under stress and pressure.
2. They are used to team-work.
3. They are able to act/react in emergencies.
4. They are conditioned to giving and accepting instructions.

The use of peer tutors in a program requires the establishment of written rules or guidelines to govern peer tutor participation. Guidelines recommended by Ervin (1980) are as follows:

> PRIVILEGED INFORMATION
>
> You are in no way, shape, manner, or fashion to divulge any information about any student enrolled in the program to anyone. What happens in the class, what is said in the class, what is done in the class, will remain in the class when you leave the class. It is against the law for anyone to give out any information about the students to un-authorized persons. You will be dropped from the program immediately. You may also face the possibility of other penalties.
>
> PHILOSOPHY OF THE PROGRAM
>
> We are dealing with people. They are individuals and human beings and will be treated accordingly. They may have a disability or a handicap; but, they are human beings. If you feel that you cannot accept this philosophy, it would be better for all concerned if you left the program.
>
> PROPER ATTITUDE
>
> We are here to help students who have a handicap or disability become all they are capable of being. It is imperative that we maintain a positive attitude and are supportive of the activities they are involved in. We may have to demonstrate a particular job or operation many times for them. At times they may be something you may consider ridiculous -- don't ever laugh or make fun of their attempts. Consider how fortunate you are that you are not handicapped.
>
> MEETINGS AND CONFERENCES
>
> From time to time you may have to attend a meeting or conference to assist in the gathering of data about the program. It may include other teachers, administrators, parents, and in some instances the students. Privileged information rule applies here too. Nothing that is said will be divulged to anyone.
>
> PUNCTUALITY
>
> You must be in the class on time, ready to go to work. We will be setting the example for the students. We can't teach them to be on time if we aren't.

ABSENCES

Again, we must set a positive example. When you are absent, your share of the load must be carried by someone else. This will slow us down in reaching our objectives.

ABIDE BY SAFETY RULES

We must adhere strictly to all the safety rules and policies of the class. Basic rules such as eye, machine and tool safety, and being properly dressed for the job is a must. You will also make sure that all students comply.

OTHER SHOP RULES

Other rules such as being outside the class without permission, eating, drinking, or chewing in the class will not be tolerated. Clean-up of the class will be supervised by all Assistants.

PROPER SHOP DRESS

You should be properly dressed for working in the class at all times. We cannot expect the students to do things properly if we don't.

What are the Responsibilities of the Vocational Training Site Supervisor?

Vocational training site supervisors who are employees of the local education agency, business, or industry and who provide firsthand training and supervision to student learners. The training site supervisor is not necessarily a proprietor or administrator, but may be an employee who is assigned to work directly with the student learner. The basic responsibilities of the training site supervisor is specified in the training agreement and include:

1. Provide comfortable, yet business-like orientation to the training site and its place within the business or industry.
2. Provide demonstrations and related instruction concerning skills necessary to perform the job(s) assigned.
3. Observe and record pertinent data regarding student learner's performance/progress.
4. Communicate training difficulties to the program coordinator at the earliest opportunity through prescribed channels.

What are the Qualifications of the Vocational Training Site Supervisor?

A training site supervisor should have the following characteristics:

1. Mastery of the technical skills required by the training site.
2. Positive work behaviors and attitudes toward the work performed.
3. Ability to develop open communication with moderately retarded student learners.
4. A genuine interest in providing vocational instructions to moderately retarded student learners.

Other desirable characteristics and skills may be developed through the LEA and employer sponsored workshops directed by the program coordinator.

WHAT ACTIVITIES CONSTITUTE A VOCATIONAL ASSESSMENT PROGRAM?

A vocational assessment program consists of formal and informal evaluation techniques that are used to identify students' vocational interests, aptitudes and limitations and to determine their abilities and the types of training or work environment best suited for them.

The process of vocational assessment can generally be viewed as having two components: the formal - a concentrated evaluation experience, and the informal - a long-range evaluation experience that is continuous throughout the student's entire career preparation experience. Vocational assessment is not merely a means for classification, selection, or labeling, but rather a way to identify the student's strengths, interests, limitations, and the appropriate remediation which will facilitate progress toward the ultimate goal of becoming a productive member of society. Furthermore, vocational assessment assists in the identification of vocational strengths and interests that form the basis for an individualized (vocational) program. It is a process that is done with the students, not for them!

What Activities are Involved in the Formal Vocational Assessment Program?

The formal form of the vocational assessment process provides relatively objective information about the student's vocationally oriented strengths, aptitudes, abilities, interests and limitations in direct response to specific questions or information requested by the referring teacher. This form of assessment is known as vocational evaluation or work evaluation and consists of psychometric instruments, work sample evaluation instruments, situational assessment activities, and background information inventories. These instruments identify the student's assets and general level of functioning. Since information gathered through formal vocational assessment is related to the student's level of physical and emotional development, formal evaluations are usually administered to students who are sixteen years of age or older. The evaluation is generally scheduled on a half-time or preferably full-time basis for a period of approximately one to four weeks. If the school system does not have a formal assessment program, it may purchase such services from a testing agency. The arrangement may be on a year-round basis which would allow evaluations to be conducted during the summer.

The formal vocational evaluation process generally contains four basic steps:

Step I	Referral data (i.e., medical assessment, psychological assessment, educational assessment, and social assessment) is compiled.
Step II	An initial interview is conducted with the student. A separate interview with the parent or guardian may be scheduled, if necessary.
Step III	Psychometric test instruments are administered. Additional professional assessment (i.e., medical, psychological) may be scheduled in conjunction with this stage of evaluation.
STEP IV	Work or job samples are taken and situational assessment is administered.

A more detailed discussion of these steps in the formal vocational assessment process follows.

Step I - Referral Data

Referral data is compiled well in advance of the student's scheduled formal assessment. According to Brolin (1976), the referral data should include results from the following types of evaluation, but need not be limited to them.

> Medical assessment involves the evaluation of the student's physical capacity, general health, brain damage, vision, hearing, speech, perceptual-motor functioning, coordination, dexterity, and any suspected or evident anomalies precluding optimal health and physical functioning. In addition to a general medical examination, special examinations such as neugologic, ophthalmologic, ontologic, and special laboratory tests as serologic, urinalysis, hematologic, electroencephalographic, radiologic, and pneumoencephalographic should be conducted, depending on the student's medical history and the results of the general physical examination. Physical therapy, speech therapy, and occupational therapy consultations may be required for some students.
>
> Psychological assessment should evaluate the moderately retarded student's verbal skills, performance skills, special interests and knowledge, and the like. In the past, psychological assessment has focused on IQ scores, despite their admitted insignificance in determing the student's vocational potential. Psychological assessment can be helpful in pinpointing intellectual and personality strengths and limitations as well as recommending modifications for vocational programming, particularly if the evaluatorion is done in a vocational setting.

Educational assessment should include the evaluation of the students' academic abilities for job training and placement. Basic academic skills that are desirable and fundamental to any education and training program are:

1. Recognizing coins and bills and combinations of coins for various amounts and making change.
2. Being able to read signs, forms, and simple instructions.
3. Writing messages and forms.
4. Simple measuring.
5. Arranging in order.

Some basic work-related skills that can be assessed by educational specialists are:

1. Ability to use the telephone.
2. Sorting by such gross physical characteristics as color, size, and shape.
3. Packaging and tying.

Educational assessment can provide vocational preparation personnel with students' current performance levels, strengths, and limitations.

Social assessment involves the measurement of the students' degree of self-sufficiency, sensory-motor development, language development, socialization, domestic skill, vocational potential, and responsibility. It should involve the family since their interest and cooperation will influence success or failure. Past history has often been indicative of what a person's potential for the future might be.

The most widely used objective measure of social maturity is the Vineyard Social Maturity Scale (VSMS). The scale measures such qualities as social responsibility, personal independence, and initiative and reflect stages of social development. A more recently developed measure is the American Association on Mental Deficiency's Adaptive Behavior Scale which measures behavior of independent functioning, physical development, language development, economic activity, socialization, violent behavior, withdrawal, and sexuality. The assessment of social behavior can be very useful in identifying the student's limitations and training needs.

Step II - Interview with the Student

When the referral to the secondary vocational program has been received, an in-depth interview should be conducted with the student to determine his/her vocational interests, strengths, and limitations. Such information will provide a basis for the selection of various standardized tests, job and work samples, and the ultimate placement in a work adjustment, work experience, or integration into a regular vocational training program. Furthermore, the information will provide the evaluator with the student's perspective of his/her personal vocational goals. Verification of this information may be obtained through an interview with the student's parent or guardian.

Step III - Psychometric Testing

During psychometric testing of the moderately retarded student where rapport is established, the student exerts his/her best effort and feels at ease, and distractions are minimized. The testing may include standardized measurements of intelligence, academic achievement, personality, aptitude, interest, motor functioning and manual dexterity. The following guidelines should be considered in administering standardized tests.

1. Administer the easiest, less threatening instrument(s) first to reduce anxiety and promote further cooperation.
2. Mix standardized instruments with other evaluation activities to avoid test fatigue.
3. Administer instruments on an individual basis or in small groups allowing for close supervision/observation.
4. Document and note on the final analysis any portion of the standardized instrument or its administration that was altered to avoid misrepresenting the student's performance.
5. Administer more than one instrument of the same type to insure validity through concurrence between scores.
6. Emphasize the students' positive behavior when responding to students' questions concerning their performance.

While tests are able to give some valuable information, their relative importance as a contributing factor in vocational planning must never be overestimated.

Some of the more widely used standardized tests for the moderately retarded students are discussed below.

Intelligence Tests

Individual intelligence testing is highly recommended for moderately retarded students. Group tests of intelligence have been considered generally unsatisfactory when assessing these students. Problems in following and remembering directions, comprehension, reading disabilities, frustration, and other personality characteristics are some of the reasons group tests are inappropriate for this group.

The individual measure that seems to cover fairly sufficiently the type of intellectual skills needed for vocational and community functioning is the Wechsler Adult Intelligence Scale (WAIS). This test is recommended over any others for adolescents and adults with suspected retardation (Brolin, 1976). In addition to this test which should be administered by a licensed psychologist, the following intelligence test may be administered by trained teachers:

1. The Peabody Picture Vocabulary is a measure of receptive vocabulary and not of global intelligence, though it is expressed in terms of an intelligence quotient (IQ).
2. The Slosson Intelligence Tests provide short screening test to measure mental ability and includes directions specifically for those with reading handicaps.
3. The Revised Beta is designed to "serve as a measure of general intellectual ability of persons who are relatively illiterate or who are non-English speaking." Though the test is essentially non-verbal, the student must have the manual dexterity to trace mazes, print numbers, and mark x's on the non-reusable test booklets.

Personality Tests

Cromwell (1967) believes that the limited conceptual, experiential, and verbal abilities of most mentally retarded students make it difficult to get an accurate account of their personality characteristics with standardized personality tests. He believes that observational situations are the most valuable way of selecting psychological techniques for a personality evaluation for mentally retarded students. The use of objective behavior reports from different persons, direct observation, data from intelligence and other testing, and the behavior of the student in the testing room are all valuable sources of personality data.

Projective tests may be used with mentally retarded students, but their validity depends greatly on the skill and psychological sophistication of the examiner. The most commonly used projective measure is the Draw-A-Person Test (D-A-P) in which few instructions are given besides asking the student to draw a picture of someone. The psychologist can obtain information on how the student sees himself, the opposite sex and with whom he/she identifies. However, most moderately retarded students find it difficult to give much information about themselves (Brolin, 1976). Data should always be considered tentative and subject to change as more information is gathered.

Indications of brain damage and affected areas may be uncovered by the use of the Bender Visual Motor Gestalt Test (Bender-Gestalt). Although useful as a projective technique, its main usage is to assess visual perception and indicate brain damage and maturational lag in visual-motor areas. The Bender requires no speech for administration, but the interpretation of results requires the expertise of a psychologist. Its validity remains somewhat questionable, but it is used extensively by psychologists (Brolin, 1976).

Academic Achievement Tests

Achievement tests provide a comprehensive measure of the student's current level of academic functioning and indicate needed modification in teaching materials and procedures. Achievement tests that vocational evaluation personnel can use appropriately with retarded students include:

1. Adult Basic Learning Examination (ABLE) measures verbal skills (vocabulary, reading and spelling) and arithmetic skills (computation and problem solving) at three different levels: grades 1-4, grades 5-8 and grades 9 and over.

2. Key Math Diagnostic Arithmetic Test is an individually administered test designed to assess mathematics skill development in students in grades K-6 (no upper limits for remedial usage). The test includes fourteen subtests organized in three basic areas: content, operations, and applications. A profile of student's strengths and limitations in each area is yielded.
3. Peabody Individual Achievement Test (PIAT) is individually administered and designed to provide a wide-range screening measure of academic achievement in five basic areas: mathematics, reading recognition, reading comprehension, spelling, and general information.
4. Wide Range Achievement Test (WRAT) is an individually administered test that assesses student's performance in reading, spelling, and arithmetic. Two levels are included: Level I (students younger than 12) and Level II (students over 12).

Achievement testing is usually scheduled early in the assessment process because it provides information (i.e., reading comprehension level) that is helpful in the selection of other test instruments used in the vocational evaluation.

Aptitude Tests

According to Sax (1974) the purpose in administering aptitude tests is to predict how an individual will perform on some criterion before training or instruction is begun or before selection or placement decisions are made. Aptitude tests are a cognitive measure used to predict success in specific courses (arithmetic, reading, music) or in specific jobs (mechanic, clerical, welding). The two most often used and best understood multiaptitude batteries are:

1. General Aptitude Test Battery (GATB) is designed to measure nine basic aptitudes: intelligence, verbal, numerical, spatial, form perception, clerical perception, motor coordination, finger dexterity, and manual dexterity. Students in wheelchairs and those who have upper extremity handicaps are limited on some tests. The battery's sixth grade reading level limits its use with many mentally retarded students.

2. Non-reading Aptitude Test Battery (NATB) is a non-reading adaptation of the GATB that measures same aptitudes except that there are no arithmetic problems and vocabulary items are presented orally. Since the NATB was designed for use with poor readers and disadvantaged populations, it has application for certain mentally retarded students.

For more information on these multiaptitude batteries, the state employment service should be contacted.

Interest Inventories

The assessment or identification of the student's vocational interests provides direction to the evaluation process with regard to the selection of specific aptitude and achievement tests, and the development of vocational training goals. In interest tests, the student is asked to respond to a visual stimuli (written statement or picture) depicting a specific work activity. The result of the student's total responses is compared to that of persons successfully functioning within the chosen occupations or occupational areas to predict the student's compatibility with the selected vocational options.

Although assessing interests of mentally retarded students has proven to be very difficult, non-reading interest tests, preferably of a pictorial nature have been used. Some interest tests that merit consideration by professional workers for mentally retarded students are:

1. The Wide Range Interest-Opinion Test (WRIOT) is a "culture-fair pictorial instrument" in which the student indicates the occupational activities that he/she likes most and those which he/she likes least. The resulting profile indicates the student's level of interest in eighteen 'interest clusters' with additional career preference information of significance in developing vocational goals.
2. The Picture Interest Inventory (PII) is a non-verbal instrument which measures the student's interest in areas of personal-social, natural, mechanical, business, the arts, and the sciences occupational activities. A further measure of the student's overall preference

to verbal, manipulative, or computational activities is provided, which may be used to identify possible vocations within a particular occupational cluster in which the student may be trained.

3. The Geist Picture Interest Inventory (GPII) is said to be "often used with children and adults who may have limited verbal facility or who may be almost illiterate". The student is asked to respond to a single question beneath each triad of single line drawings depicting various vocational activities. The questions ask the student to choose the picture which illustrates that which he/she would most like to do, receive training to do, etc. Questions vary slightly in wording (an attempt to avoid test boredom) but generally convey the same meaning.

Brolin (1976) states that interest testing of mentally retarded students has definite limitations. Another appropriate method of gaining insight into the student's interest is observation of him/her as he/she goes through the vocational assessment process to see what seems to motivate the student. An evaluator can also simply ask the student what interests him/her and then try to interpret the statements. Past history should also be utilized to gain further understanding of the student. All of these factors coupled with the test results should give the professional worker good indications of the type of jobs that would satisfy each mentally retarded student.

Motor Functioning & Manual Dexterity Tests

Tests of fine and gross motor responses may be administered throughout the evaluation experience as they provide a variety of activities in the assessment process. Although some of the previously presented tests predict levels of motor functioning and dexterity, the following tests are widely used to predict productive efficiency of mentally retarded students.

1. The Bruininks-Oseretsky Test of Motor Proficiency yields three scores: the Gross Motor Composite measures performance of the large muscles of the shoulders, trunk, and legs; the Fine Motor Composite measures performance of the small muscles of the fingers, hands, and forearms; the Battery Composite measures general motor performance.

2. The Crawford Small Parts Dexterity Test is designed to measure fine eye-hand coordination and finger dexterity. The student is required to perform tasks involving two parts: (1) the assembly of pins and collars with a tweezers, and (2) turning screws into threaded holes in a metal plate with a screwdriver. The use of hand tools (tweezers and screwdriver) is coincidental, but may indicate further testing.
3. The Stromberg Dexterity Test is designed to measure dexterity of the arm and hand through manipulation of multi-colored wooden discs on a tricolored formboard. This instrument requires a very short time to administer and is recommended as part of a test battery.
4. The Pennsylvania Bi-Manual Test provides a measure of finger dexterity of both hands, movement of both arms, eye-hand coordination, and bi-manual coordination. Activities require the assembly of nuts and bolts which are ultimately placed in rows of holes in a formboard.
5. The Purdue Pegboard measures fine finger dexterity and gross movements of the hands. It requires the student to place pins in holes with the right, left, and both hands and to assemble pins, collars, and washers on a formboard.

Standardized tests of this nature provide a benchmark and are useful for stimulating work interest and motivation and assessing problem solving, speed, accuracy, frustration tolerance, and the student's approach to a work task. Used judiciously, these tests are an important component of the vocational assessment process.

Step IV. Work Sample Testing and Situational Assessment

Work sample testing and situational assessment make up the fourth step in the vocational evaluation process. Although difficult to validate, work sample testing has an advantage over most standardized vocational aptitude and interest tests because of its closer proximity to the world of work. Students taking work samples can more readily accept their significance to career planning. Situational assessment identifies specific behaviors which need to be modified to improve the students' work performance.

Work Sample Testing

Work sample testing tends to reduce test anxiety and creates a more motivating exploratory attitude than does traditional standardized testing. Furthermore, limited reading skills do not prevent the student from performing in work samples where reading/language skills are not critical elements of the job or job cluster. The work sample field is rapidly evolving and warrants serious consideration from school personnel. Brolin and Kokaska (1979) reviewed work sample testing systems that could be used with standardized tests and work experiences. The following systems are used with moderately retarded students.

> JEVS Work Samples. This system was also developed by the Jewish Employment and Vocational Service in Philadelphia. It consists of 28 work samples. They were originally intended for use with culturally disadvantaged youth because the typical tests given by the state employment service were not adequate for this population. They were developed under contract with the U.S. Department of Labor and have been adopted by many of their offices throughout the country. The work samples have also been successful with many physically, emotionally, and mentally handicapped individuals. The samples expose the client to a variety of vocational possibilities and relate the findings to Worker Trait Groups in the Dictionary of Occupational Titles (1977). A 2-week training session is required for those who purchase the system.
>
> McCarron-Dial Work Evaluation System. This system was developed by Lawrence McCarron and Jack Dial and is available from Commercial Marketing Enterprises, 11300 North Central, Dallas, TX 75231. It comprises 17 separate instruments grouped into five factors: verbal-cognitive, sensory, motor abilities, emotional, and integration-coping. The system attempts to assess the individual's ability to function in one of five program areas: day care, work activities, extended sheltered employment, transitional sheltered employment, and community employment. The first three factors can be assessed in 1 day; 2 weeks of systematic observation in a work setting are required for the other two factors. Training of 1-2 weeks is required, depending on the evaluator's experience.

MICRO-TOWER. This is a system of 13 work samples for individuals with mild (educable) retardation through the normal range, adolescents and adults. It was developed at the Institute for Crippled and Disabled (ICD), 340 E. 24th Street, New York, NY 10010. A cue-stop cassette tape unit presents the instructions, and a photobook is used to illustrate related occupations and various steps within the work samples. The entire evaluation takes 3-5 days. The work samples are: bottle capping and packing; graphics illustration; making change; message taking; zip coding; payroll computation; electronic connector assembly; record checking, blueprint reading; filing; want ads comprehensive; mail sorting, and lamp assembly. A learning period is permitted before evaluating which is an appealing feature for individuals with learning problems. There is a feedback of results to the individual, and group discussion techniques are highly encouraged as an integral part of the system. Training is not mandatory.

Talent Assessment Program (TAP). This system consists of 10 work samples. They can be administered in about 2 hours to most handicapped individuals. The system was developed by Wilton Nighswonger, 7015 Colby Avenue, Des Moines, IO 50311, to assess the individual's functional characteristics applicable to work in industrial, technical, and service areas. Several individuals can be tested at the same time. Directions are given orally. The system consists of a battery of perceptual and dexterity tests measuring fine and gross finger dexterity, visual and tactile discrimination, and retention of details. It is not intended to be a comprehensive system but does seem to reliably assess many industrial-type aptitudes that are reflective of an individual's vocational potential in these areas. Training is required to use the system and takes 1½ days.

The Valpar Component Work Sample Series. The Valpar was developed by Valpar Corporation, 655 N. Alvernon Way, Tucson, AZ 85716. It consists of a series of 16 work samples with more being planned and developed. The work samples are: small tools, size discrimination, numerical sorting, upper extremity range of motion, clerical comprehension and aptitude, independent problem solving, multi-level sorting, simulated assembly, whole body range of motion, tri-level measurement, eye-hand-foot coordination, soldering and inspection, money handling, integrated peer performance, electrical circuitry and print reading, and drafting. The samples are designed to provide an insight into many worker characteristics and are keyed to the Worker Trait Arrangement in the DOT. Two weeks of training is recommended but not required.

Vocational Information and Evaluation Work Samples (VIEWS). The VIEWS was developed by the Jewish Employment and Vocational Service, 1913 Walnut St., Philadelphia, PA 19103. The system became available in 1976 and consists of a battery of hands-on activities to be used in a simulated work environment to assess the work potential of persons with learning disabilities and mental retardation. The unique contribution of the VIEWS is that it does not require a reading ability and incorporates the use of demonstration, practice, and repeated instruction to gain insight into the individual learning style and to relate it to future instructional experiences. The VIEWS reveals changes in learning and performance quality and rates while assessing vocational potential in many occupational areas. Training in the system is required.

Wide-Range Employment Sample Test (WREST). The WREST was developed in a workshop for the mentally retarded in Wilmington, DE and refined by Joseph Jastak. It is distributed by Guidance Associates of Deleware, 1526 Gilpin Avenue, Wilmington, DE 19806. It consists of 10 work samples: single and double folding, pasting, labeling, and stuffing; stapling; bottle packaging; rice measuring; screw assembly; tag stringing; swatch pasting; collating; color and shade matching; and pattern making. Its primary purpose is to evaluate dexterity and perceptual abilities. Administration time is about 1½ hours; for groups, 2 hours. Industrial norms, short administration time, and precise instructions are strengths of the battery. The battery is useful for moderately and mildly limited persons. No training is required for its purchase.

The number and type of commercially developed work samples and work sample systems are growing rapidly. In considering the purchase of such an item(s), there are several questions that must be answered.

1. What type of student evaluation data is needed?
2. What instrument(s) will provide such data?
3. Does the number of projected student evaluations justify purchasing the instrument(s)?
4. Can the instrument(s) be administered, scored, and interpreted by a member of the school staff? Who can administer, score, and interpret the test?
5. Is specialized training required/encouraged prior to purchase of the instrument(s)?
6. Does the cost-benefit meet the standard set by the LEA or funding source?

Detailed evaluations and descriptions of nearly all assessment instruments (standardized psychometric and work samples) may be obtained from the following resources:

1. Materials Development Center
   Stout Vocational Rehabilitation Institute
   University of Wisconsin-Stout
   Menomonie, WI 54751
2. The Eighth Mental Measurement Yearbook, 1978
   University of Nebraska Press
   Oscar Krisen Buros
   901 North 17th Street
   Lincoln, NE 68588
3. Vocational Tests and Reviews, 1975
   University of Nebraska Press
   Oscar Krisen Buros
   901 North 17th Street
   Lincoln, NE 68588

Situational Assessment

Situational assessment is the observation of students in work situations to determine specific behaviors that must be modified to improve the student's work efficiency. Some of the types of vocational behaviors that can be assessed by this technique are: ability to get along with co-workers and staff, ability to follow directions, ability to learn new tasks, speed of work, accuracy of work, frustration tolerance, safety, motivation, punctuality, and ability to stick to a job. In essence, situational assessment allows the teacher/evaluator to identify specific vocational strengths and limitations which can be focused in other aspects of the vocational evaluation process.

In using the situational assessment approach, it is important to design the work situation for each individual student according to the reasons for the evaluation and the questions being asked. If it is noted that the student supposedly has problems in three or four areas, then work situations that will ascertain the specific behaviors elicited under certain circumstances must be contrived. It is often found that students purported to have certain behavioral deficits as assessed in a school setting or in psychological testing, behave in a completely normal fashion once out of these stressful, ego-threatening environments.

The student vocational assessment program is still an emerging and exciting field with much happening that is positive. It can be conducted in laboratory settings, classrooms, rehabilitation workshops, institutions, and in community work places, and it holds great promise as a systematic and highly individualized vocational evaluation approach.

What Activities are Involved in the On-Going Vocational Assessment Program?

Unlike the formal assessment process, the on-going assessment process has no rigid time constraints and can provide an accurate picture of the student's progress during any time period. The on-going assessment process can utilize commercial evaluation instruments and those developed specifically for local training and employment needs. On-going or informal assessment requires no specialized training to observe and record anecdotal information similar to that obtained through formal evaluation. The procedures for conducting the on-going assessment appear informal, but must be carried out with precision and objectivity in gathering, recording, and interpreting student performance data. Although vocational evaluation is primarily concerned with assessment of the student's current level of vocational, academic, and social functioning, a review of previously acquired and related information provides a basis for comparing performance present and past. This type of analysis could support the selection of work sample evaluation systems/instruments, the establishment of realistic vocational goals, and the development of the individualized education program.

The on-going vocational assessment process may include the following elements according to Dahl, Appleby, Lipe (1978):

Element I: Review of Student's Educational Records to Determine:

Vocationally oriented aptitudes and interests previously assessed throughout the student's school history.

Past performance in classes providing either vocational or vocationally significant academics (i.e., math and reading) to assess strengths and limitations.

Learning styles or performances to various instructional techniques (i.e., written, verbal, diagramatic, demonstrations) as possibly noted by previous instructors and evidenced by student grades.

Types of reinforcement needed to elicit positive behaviors.

General attitude toward school; behavior, interpersonal, relationships, motivation.

Element II: Review of Student's Social Data to Determine:

Student's general family situation; accepting, rejecting, helping, stable, overprotective.

Student's involvement in family activities.

Extent of student's self-help skills required for activities of daily living.

Extent of student's interpersonal relationships including friendships and extent of meaningful relationships.

Student's use of leisure time and appropriate utilization of spare time.

Student's potential for living independently in the community.

Student's level of ego strength and ability to face obstacles, frustrations, crises, and other occurrences that adults must face; any indications of future problems with self-confidence or self-concept.

Element III: Review of Student Medical Records to Determine the Vocational Implications of:

Student's general health including any conditions that need medical attention and monitoring and that will affect his or her ability to attend and maintain a job.

Student's physical abilities such as extent of physical strength, any limitations to lifting, bending, carrying, etc., and their effect on employment considerations.

Student's visual ability; need for glasses, type of visual work that should be avoided, perceptual problems, prognosis and correction.

Student's general motor coordination including any problems in walking and hand and finger dexterity.

Student's level of linguistic functioning and any specific speech and language deficiencies.

Student's hearing ability.

Element IV: Review of Anecdotal Records to Identify Student's Expressed Vocationally Oriented Interests Through:

Expressed interest in certain vocations as a result of community based field trips, career oriented films, or guest speakers.

Expressed interest and/or voluntary participation in certain vocationally oriented student organizations such as Future Farmers of America, Future Homemakers of America, etc.

Statements of interest in vocationally oriented leisure time activities and/or preference to various work responsibilities at home or through part-time employment.

Expressed preference to certain aspects of vocational education through participation in a pre-vocational career exploration laboratory, vocational training course(s), work experience program, work study program, or similarly structured school supervised activity.

Element V: Review of Student's Behavioral Observation Records of Vocationally Oriented Activities to Determine:

Planning and organization ability.
Enthusiasm - work attitude.
Initiation of tasks - self-motivation.
Attention span - work tolerance.
Perseverance - work pace.
Attention to detail - neatness.
Functuality/dependability.
Ability to follow written instructions.
Ability to follow verbal instructions.
Ability to follow diagramatic instructions.
Ability to follow a demonstration.
Ability to follow a model.
Ability to follow safety procedures.
Ability to interact with supervision.
Acceptance of praise.
Acceptance of constructive criticism.
Ability to interact with co-workers.
Need for supervision.
Degree of self-confidence/self-respect.

In addition to reviewing student data and administering informal tests, the teacher/evaluator may use psychometric testing, situational assessment, and work sample evaluations as part of the on-going vocational assessment of a moderately retarded student. The possible overlap of information obtained through formal and informal means should not be a concern. The value of the vocational assessment lies in its completeness and relevancy for designing a meaningful and appropriate vocational program (plan) for the student.

HOW ARE SELECTED VOCATIONALLY ORIENTED TRAINING PROGRAM DELIVERY MODELS IMPLEMENTED?

School districts planning a vocationally oriented training program for moderately retarded young adults should consider one of four vocational training program delivery models. They are:

1. Mainstreaming - Integration of Moderately Retarded Students in Regular Vocational Courses.
2. Work Adjustment - Simulated Production of Goods or Services.
3. Work Experience/Exploration/Training On-Campus.
4. Work Experience/Exploration/Training Off-Campus.

Each model is designed to respond to individual student vocational needs and to provide opportunities for developing work behaviors and salable vocational skills. The selection of a specific delivery model should be based on the following criteria:

1. Educational needs and learning styles of the students.
2. Employment opportunities within local business and industry.
3. Training resources available for utilization by the program.

The following discussion of each program delivery model is based on research conducted by Yoshimura and Suzuki (1978) on procedures and materials that teachers can use to enable mentally retarded students to become employable and employed. The description of each model is presented in a modified format similar to one designed by the Yoshimura and Suzuki.

Mainstreaming - Integration of Moderately Retarded Students in Regular Vocational Program

Purpose: Enable mentally retarded students to receive individualized vocational instruction and experience with non-handicapped students in the least restrictive environment.

Outcome: The moderately retarded student will acquire work behaviors and salable vocational skills to participate in a cooperative work experience.

Resources:

1. M-Team Report
2. The Individual Education Program (IEP)
3. The Vocational Assessment Records

Suggested Persons:

1. Local Vocational Education Coordinator
2. Program Coordinator
3. Vocational Education Instructor
4. Special Education Teacher
5. Instructional Aides
6. Peer Tutors
7. Parents

Overview: To enter the 'world of work' as productive members of the community, moderately retarded students require basic vocational skills and work values. They may acquire basic skills and value through regular vocational programs or alternative approaches.

Some moderately retarded students will be able to complete more of the program objectives than others. For most students, modifications of tools, procedures, and production responsibilities will be required to satisfy their special needs. Such modifications may involve simple altering the layout of the production area. providing measuring 'jigs', or breaking down a job into smaller units of responsibility. More than likely, the amount of time allocated for instruction on a particular task will need to be extended. However, the use of instructional aides and peer tutors could provide the additional time and effort needed by the students. Special education teachers may also provide additional instruction that would complement or supplement learning in the vocational program.

According to Yoshimura and Suzuki (1978) three things are absolutely necessary for mentally retarded students to succeed in a regular vocational program.

1. Those persons responsible for enabling the student to succeed in a regular vocational program must be committed to success of the student.
2. Special educators, vocational instructors, and all related service personnel must work cooperatively for the vocational preparation of the mentally retarded student.
3. Classroom teachers must arrive at the best solutions for addressing special needs of these students.

By doing these, educational personnel will assure that the moderately retarded students receive full benefit from their vocational programs.

SUGGESTED PROCEDURES:

1. Identify curriculum units of the regular vocational program that can be used as they are and those that must be modified for the mentally retarded student. Persons to be involved are: program coordinator, vocational teacher, and special education teacher.
    a. Identify course objectives that are commensurate with the objectives specified in the student's IEP. Decide whether or not the learning activities are appropriate for the student, and if not, develop alternatives.
    b. Identify objectives within the IEP that are not part of the course. Determine the learning activities that could be used by the student to achieve these objectives.
    c. Identify persons who can assist the student in achieving the learning objectives. These persons

could be the vocational teacher, special education teacher, instructional aides, peer tutors, and parents.

d. Develop a time line for the student to achieve all of the learning objectives. This will provide the Program Coordinator with an idea of when the student will need an appropriate training station.

2. Prepare vocational instructor, special education teacher, instructional aides, peer tutors, and all other educational personnel to enable the student to achieve the objectives. Suggested person to be involved is the program coordinator.

   a. Provide basic information on the characteristics of vocational education programming.

   b. Provide basic information on behavioral and learning characteristics of moderately retarded learners.

   c. Insure that all persons understand their training responsibilities.

      1) Vocational education instructor and peer tutor(s).

         a) Provide individualized instruction.

         b) Record learning objectives successfully completed by the student.

         c) Establish grading procedures.

         d) Hold conferences with student and peer tutor(s).

         e) Meet regularly with the program coordinator and special education teacher to discuss the student's progress and concerns.

      2) Special education teacher and instructional aide(s).

         a) Reinforce vocational concepts and instruction.

         b) Provide the services of an aide.

         c) Work cooperatively with vocational education teacher.

         d) Provide job search skills.

         e) Meet with program coordinator and vocational instructor to discuss student progress.

         f) Observe student in the vocational laboratory.

         g) Invite parent(s) to visit the program and observe the student participating in various learning activities.

        3) Program coordinator
            a) Arrange inservice for persons involved in vocational programming.
            b) Coordinate placement of moderately retarded students in vocational program.
            c) Monitor student progress in meeting the objectives in the IEP.
            d) Meet regularly with the vocational education teacher and special education teacher to discuss student progress and program effectiveness.
            e) Provide parents with periodic feedback.
            f) Obtain special instructional materials for special and vocational teachers.
            g) Provide periodic reports to district administration regarding the progress of the program.

3. Provide specific vocational instruction for moderately retarded students. Suggested persons to be involved are the vocational education teacher, peer tutors, special education teacher, aides, and program coordinator.
    a. Explain the vocational component of the IEP and the relationship to the student, with special attention given to the meaning of the program to gainful employment.
    b. Apply concepts of individualized instruction in presenting vocational education materials.
        1) Beginning instruction should be based primarily upon student's interest and slightly below student's entering skill level.
        2) Sequence instructional units according to entry-level skills of the student.
        3) Teach first those skills that are performed on the job by new employees. For example, a student in automobile service should learn to check air pressure and remove tires from a car before receiving training in patching a damaged tire.
        4) Provide reinforcement for desired achievement. Learning is generally stimulated when appropriate reinforcement techniques are applied.

        NOTE: The frequency and type of reinforcement should be agreed upon by all school personnel and should be consistent with that which can be expected from future employers.

        5) Assign an instructional aide or peer tutor to work with the student. Retired vocational instructors or tradesmen make excellent aides. Advanced vocational students may serve as peer tutors.

    c. Provide experience to enhance moderately retarded student's identification with the vocational program and fellow students.

        1) Encourage the student to participate in small group projects, simulations, and class discussions.

        2) Develop a 'buddy system' where two or more non-handicapped students are assigned to the mentally retarded student to facilitate socialization.

        3) Encourage the student to join leadership development organizations (i.e., DECA, FBLA, FHA, FFA, HERO, VICA) associated with the particular vocational interest area.

        4) Modify "too difficult" activities to facilitate the student's participation.

4. Evaluate the student's performance/progress in vocational learning activities. Suggested person to be involved is: vocational education teacher.

    a. Record the extent to which the student achieved each objective as stated in the IEP and the completion date.

    b. Recommend a course of action for subsequent terms based primarily on the assessment of the student's progress.

    c. Discuss with the student his/her achievement and assist in formulating future plans.

Work Adjustment - Simulated Production of Goods or Services

Purpose: Enable mentally retarded students to acquire basic work behaviors, incidental work skills, and familiarity with goods or services production through on-campus simulation activities.

Outcome: The moderately retarded student will acquire appropriate work behaviors, product-related skills, familiarity with goods or services production to apply for employment in the production of a salable good or service.

Resources:
1. Individual Education Program (IEP)
2. Student Vocational Profile
3. Job Analysis
4. Community Employment Survey

Suggested Persons:
1. Program coordinator
2. Vocational education laboratory instructor
3. Production laboratory supervisor/aides
4. Industrial consultant
5. Special education teacher
6. Parents

Overview: Production is hereby defined as the creating or providing of goods or services in response to consumer demand or general need by persons other than those actively involved in the simulated production enterprise. The establishment of a production activity may provide instruction aimed at developing appropriate work behaviors and permit the moderately retarded student to participate in a closely supervised good or service production activity which is not presently available/assessable within the local community.

The simulated production activity may be terminal or on-going in nature. The terminal design is used to produce specific goods or services for a pre-set period of time or until a specified quantity has been produced. This simulated enterprise is temporary in nature. The on-going design may include production quotas, but there is no pre-determined quantity or time at which production will be terminated. This production activity is managed on a somewhat permanent basis.

The operation of a simulated production enterprise consists of planning, implementation, closing and evaluation activities.

Planning consists of preliminary and continuing activities. Preliminary planning may require community surveys, facility design, equipment selection, facility set-up, etc. Continual planning is necessary in carrying out all operational phases of the simulated production enterprise.

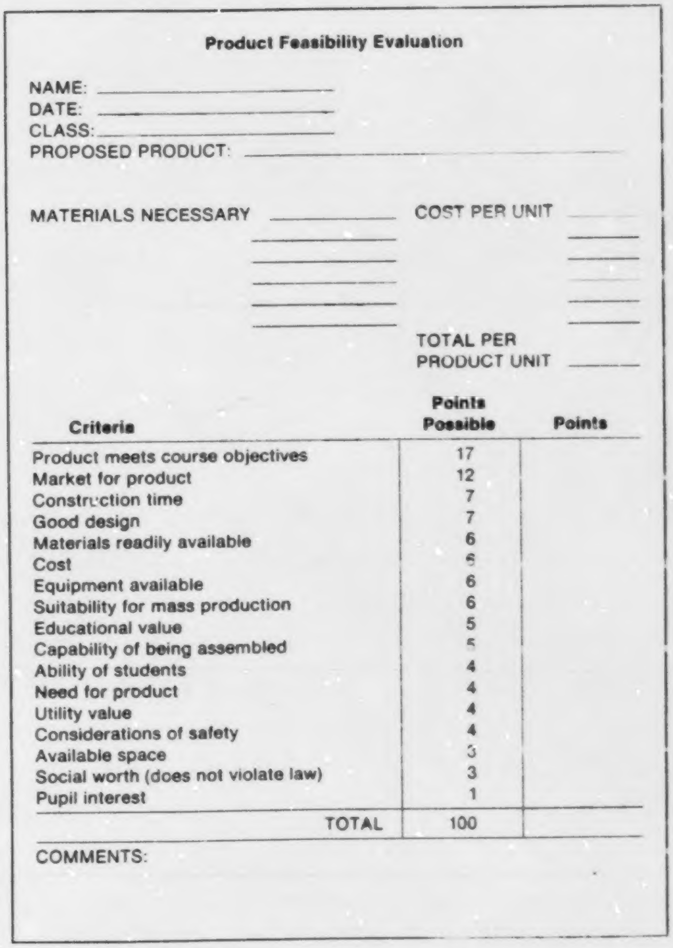
Implementation is involved in the actual production of the goods or service. Students develop acceptable work behaviors as they produce goods or service under supervision of the production supervisor.

The closing activity is generally associated with the terminal design when the production activity is completed. Closing may apply to the on-going design when the operation closes for re-tooling or re-designing a production activity. A part of this activity is the liquidation of the production facility, equipment, surplus raw materials, etc., in accordance with established school policy.

An evaluation of the simulated production enterprise relative to it serving the vocational training needs of the moderately retarded students must be conducted. This evaluation should include input from the program coordinator, special education teacher, production laboratory supervisor, employers of program graduates, parents, and students.

SUGGESTED PROCEDURES:

1. Plan the simulated production enterprise. Suggested persons to be involved are: program coordinator, vocational education instructor, special education teacher, and production laboratory supervisor/aide.
    a. Identify marketable goods or services that are considered feasible to produce. The criteria for selection of a product developed by Calvert (1979) may be used. See Figure 4.4 for Calvert's product feasiblity evaluation form.
        1) Conduct a community survey to determine the type of goods and services production activities presently available.
        2) Conduct a consumer survey to identify the absence of salable goods and services.
        3) Locate and conduct job analyses of several production activities identified in the consumer survey.



Product Feasibility Evaluation

NAME: ____________
DATE: ____________
CLASS: ____________
PROPOSED PRODUCT: ____________

MATERIALS NECESSARY ____________	COST PER UNIT ______
____________	______
____________	______
____________	______
____________	______
____________	______
	TOTAL PER PRODUCT UNIT ______

Criteria	Points Possible	Points
Product meets course objectives	17	
Market for product	12	
Construction time	7	
Good design	7	
Materials readily available	6	
Cost	6	
Equipment available	6	
Suitability for mass production	6	
Educational value	5	
Capability of being assembled	5	
Ability of students	4	
Need for product	4	
Utility value	4	
Considerations of safety	4	
Available space	3	
Social worth (does not violate law)	3	
Pupil interest	1	
TOTAL	100	

COMMENTS:

Figure 4.4 Product Feasiblity Evaluation

NOTE: Activities found in the community survey may offer possibilities for sub-contract production enterprises that should be given serious consideration.

4) Review the job analyses to determine appropriateness for learning and availability of resources to accommodate the activity.

5) Develop a list of the tools, materials, etc., to implement production activities that are deemed feasible.

6) Complete planning activities and make final selection of specific goods or services.

b. Review current federal, state, and local child labor laws and determine measures to insure compliance with each.

1) Review the section on youth employment for training purposes in the Vocational Education Handbook for Secondary Schools in Wisconsin.

2) Review supplemental security income (SSI) rules and regulations for compliance and the effect student employment may have for the student's parents.

3) Contact Wisconsin Department of Industry, Labor, and Human Relations concerning any questions.

c. Establish the consumer market or contract with business enterprise.

1) Consider the following details relative to subcontracting with an established business enterprise.

a) Specific good or service to be producted.

b) Length and/or type of contract: terminal or on-going.

c) Production rate and quantity.

d) Acquisition of equipment needed for production activity. Contractor may provide equipment on loan basis or permanent donation. Finances for purchase of equipment may be obtained from the contractor or school production enterprise.

e) Acquisition of raw materials and/or supplies. Contractor may supply and deliver or school production enterprise may purchase.

f) Delivery of product which should be done by contractor, if possible.

g) Financial consideration.

2) Consider the following details relative to individual consumer contracts or non-contract situations.

a) Specific good or service to be produced.

b) Type of contractual agreement.

    c) Acquisition of equipment needed for production activity. The school may purchase the equipment.
    d) Purchase of raw materials and/or supplies which is generally done by the school.
    e) Delivery of the product should be done by the purchaser, if possible.
    f) Financial considerations.

  d. Select the good(s) or service(s) to be produced in the simulated production enterprise.
    1) Write a brief description of the selected product or service, the student work objectives, and the rationale for the selection.
    2) Submit proposed simulated production enterprise to LEA administration and program advisory committee for review and approval.

  e. Formalize the contractual agreement for production of the selected goods or services.

  f. Establish a policy/plan for the distribution of monies earned in excess of actual overhead production costs.
    1) Establish students' eligibility for receiving wages in accordance with federal, state, and local guidelines.
    2) Research alternative means for rewarding students other than cash wage payments (i.e., recreational trips, school jackets).

  g. Develop appropriate accounting procedures in agreement with established LEA and customer policies.

  h. Research student insurance considerations relative to:
    1) Production of goods or services for private parties or companies on school premises.
    2) Rendering services to private parties off campus.

2. Implement the simulated production enterprise. Suggested persons to be involved are: program coordinator, vocational education laboratory instructor, special education teacher, production laboratory supervisor/aide, and industrial consultant.

  a. Develop the production/materials flow process in accordance with recommended industrial production procedures.

    1) Locate production machinery according to production activities and material flow.

    2) Establish production material storage areas for pre-production, intermediate, and final storage.

b. Construct the simulated production laboratory in building space designated by LEA administration.

    1) Identify architectural barriers and eliminate them.

    2) Locate and install necessary lighting, electrical, plumbing, ventilation, etc., in compliance with the LEA's interpretation of OSHA standards.

    3) Locate and install all equipment needed for the production activity.

    4) Locate and install all safety equipment in hazardous areas.

c. Develop safety and production aides.

    1) Determine the effectiveness of existing machine safety devices and guards.

    2) Fabricate and install supplemental safety devices where necessary.

    3) Determine the need for jigs and fixtures (i.e., measuring jigs, templates) to facilitate production by moderately retarded students.

d. Conduct a production time study on moderately retarded student workers in a closely monitored sample production run.

    1) Make necessary adjustments for maximum production material flow.

    2) Develop product prototypes.

    3) Establish levels of production rate.

e. Develop general orientation instructional unit for the simulated production enterprise.

    1) Introduction to the production activity.

    2) Learning objectives associated with the activity.

    3) Incentive and/or work related rewards for students.

    4) General work related rules and consequences if violated.

f. Develop specific student employee work assignments relative to product material flow.

g. Develop instructional units for each designated work station.

        1) Develop instructional demonstrations for the instructor(s).
        2) Develop diagramatic or product models for student reference.
    h. Develop an overall production management plan including objectives, rules, and regulations for instructors and students.
    i. Develop criteria and procedures for evaluating student performance relative to behavioral objectives and IEP's.

3. Closing the simulated production enterprise.
    a. Review and evaluate production goals.
        1) Contractual agreements with the contractor.
            a) Product specifications.
            b) Product delivery.
        2) Production efficiency.
            a) Material waste.
            b) Manpower.
    b. Review and evaluate the instructional needs of the student.
        1) Instructional objectives.
        2) Work behaviors.
    c. Develop an annual or terminal report.
        1) Describe successful instructional strategies and recommend future modifications.
        2) Describe laboratory facilities and recommend modifications.
    d. Close down production laboratory in accordance with program design.
        1) Terminal - liquidate inventory and return all equipment and materials.
        2) On-going - place inventory, equipment and materials in appropriate storage.
    e. Distribute all excess monies in accordance with terminal or on-going program design.
    f. Write a report on the simulated production enterprise for the LEA administration, teaching colleagues, parents, and local news media.

Work Experience/Exploration/Training Programs

On-Campus

Purpose: Enable the moderately retarded student to acquire entry level vocational skills and work behaviors through on-campus work experience exploration/training programs when appropriate vocational programs are not available.

Outcome: The moderately retarded student will have sufficient entry level vocational skills and work behaviors to participate in a more advanced on-campus program or off-campus work experience or work study program.

Resources:
1. M-Team Report
2. Individual Education Program - IEP
3. Vocational Assessment Records
4. Specific Job Analysis
5. Cumulative Record of Vocational or Work Performance

Suggested Persons:
1. Program Coordinator
2. Training Station Supervisor
3. Vocational Instructor
4. Special Education Teacher
5. Parents

Overview: Training for the occupations that are most appropriate for moderately retarded students may not be available through regular vocational education programs. However, these students should still have an opportunity to acquire entry level skills and work behaviors prior to participating in on-campus vocational learning activities. The on-campus work experience exploration/training program model provides an alternate means for acquisition of such skills, but should be used only if a regular vocational training program is not available.

The on-campus work experience program utilizes on-campus training stations and school personnel as supervisors. This involves determining the entry level skills required for on-campus work stations. It should be remembered that a work station should not only enable a student to learn specific manipulative skills and process, but also the ability to get along with co-workers and supervisors, be properly dressed for the job, show up for work every day and on time, and complete assigned tasks (Yoshimura and Suzuki, 1978).

On-campus training stations should enable students to work under realistic work conditions with the supportive services of the special education teacher and/or the vocational instructor. Some of the potential work stations in a school may be found in the offices, library, audio-visual centers, cafeteria, school store, and school grounds. On-campus training stations properly developed and administered could serve as stepping stones to more advanced vocational training.

SUGGESTED PROCEDURES:

1. Investigate and determine the entry level vocational skills required for participation in on-campus work experience programs. Suggested persons to be involved are: program coordinator, special education teacher, and vocational instructor.
    a. Conduct a job analysis of the activities performed at the specific on-campus work experience training stations.
    b. Interview on-campus training supervisor(s) to determine skills that are related to successful participation in training stations.
2. Identify an on-campus training station that will develop entry level skills. Suggested person to be involved is the program coordinator.
    a. Investigate and certify that an appropriate vocational program is not currently available.
    b. Investigate on-campus work activities for potential training stations.
    c. Review work activities and determine their use as work experience/work study stations.
    d. Obtain written agreement to use work activities as training stations.
        1) Share philosophy of on-campus work experience exploration/training programs and the contribution of training stations.

        2) Inform school personnel of their responsibilities in supervising training stations.
        3) Provide participating school personnel with general information including vocational strengths and limitations of students to be assigned to training stations.
    e. Conduct job analyses and establish specific training objectives, learning sequences, related special education support training, and training program time lines.

3. Develop the on-campus work experience training program plan. Suggested persons to be involved are: program coordinator, special education teacher, training station supervisor, vocational instructor, and parent.
    a. List the specific activities in which the moderately retarded student will be trained, and the means to be used in on-campus instruction.
    b. Identify and schedule special education resource activities that are to supplement training station instruction.
    c. Provide time for either the special education teacher or instructional aide to assist in the supervision at the training station during the early phases of the program.
    d. Utilize a student performance form that contains the following information and documents the student's progress.
        1) Describe the task to be performed.
        2) Indicate the degree of assistance provided.
        3) Date when tasks are performed.
        4) Summarize the student's performance.
    e. Develop a time line and specify the following:
        1) Proposed date to commence on-campus training activity.
        2) Daily work hours for the student.
        3) Target dates for the mastery of training objectives.
        4) Anticipated termination date of the on-campus training activity.
4. Develop the on-campus work experience training agreement in which the responsibilities of the student, parent, school, and training station personnel are specified. Suggested persons to be involved are: program coordinator, special education teacher, vocational instructor, and station supervisor.

a. Discuss the training agreement with all responsible parties present.

   1) Discuss personal responsibilities of the student and/or parents such as: notifying the supervisor in case of absence from work, appropriate clothing, and personal hygiene.

   2) Discuss the general activities outlined in the training program plan as they relate to a particular training station.

   3) Discuss wage arrangements, if included, relative to rate determination, source of funding, and termination date.

   4) Discuss insurance liability, eligibility for Workers Compensation, Social Security Insurance, Supplemental Security Income, etc.

b. Obtain the necessary signatures after all parties agree on the responsibilities.

5. Implement and supervise on-campus work experience training program. Suggested persons to be involved are: program coordinator, special education teacher, training station supervisor, and special educational aides.

   a. Introduce the student to the work experience station, explain his/her responsibilities and discuss the work/training schedule including the posting of daily/weekly time schedules.

   b. Establish primary instructional and supervisory responsibilities with the training station supervisor and special education teacher.

   c. Schedule periodic observation of the student's performance at the training station for the special education teacher and the program coordinator. When a reasonable degree of learning has taken place, invite the student's parents to view the student's progress.

   d. Provide special education classroom instruction in academic and daily living skills that directly relate to the student's vocational training activities.

6. Evaluate the student's progress with regard to the specific vocational learning objectives stated in the Individualized Education Program. Suggested persons to be involved are: training station supervisor, program coordinator, instructional aides, special education teacher, and vocational instructor.

   a. Evaluate student's daily progress and document for review at grading intervals. Write brief narrative summary of student's performance and share with school personnel attending the staffing. It may be sent to the parent in lieu of the traditional letter grade report card.

b. Write a comprehensive report of the student's performance at the close of the vocational training activity. It should include a listing of specific vocational skills mastered, training procedures used throughout the program, and recommendations for future training. The recommendations for future training may include, but not be limited to:

    1) Enrollment in an advanced on-campus work experience/work study program or off-campus work experience/work study program.

    2) Re-enrollment in the same program to increase proficiency in previously identified learning objectives.

    3) Enrollment in a different vocational training program that may be more suited to the student's career interests.

    4) Enrollment in a less sophisticated vocational program that can develop the student's demonstrated abilities and interests.

7. Evaluate the effectiveness of the vocational education training station for use with moderately retarded students. Suggested persons to be involved are: program coordinator, special education teacher, training station supervisor, vocational instructor, and parents.

    a. Determine the quality of training station instruction and supervision.

    b. Determine the occupational value of the tasks presented.

    c. Determine the general quality of work conditions.

        1) Occupational safety standards.

        2) Environmental conditions.

        3) Social attitudes of co-workers.

    d. Determine the supervisor's attitude toward the vocational training and employment of moderately retarded persons.

    e. Determine the general relevance of the training station for gainful employment placement.

    f. Determine the cost effectiveness of the training station.

    g. Summarize the evaluation and submit to the local school administration and program advisory committee for review and comment.

Work Experience/Exploration/Training Programs
Off-Campus

Purpose: Enable mentally retarded students to develop vocational skills through community based training activities in off-campus work stations.

Outcome: The moderately retarded student will acquire salable vocational skills and appropriate work behaviors through experiences with tools, materials, processes, and personnel at off-campus work sites within the local community.

Resources:

1. Student Performance Record from On-Campus Work Experience Program
2. Individual Education Program
3. Vocational Assessment Records
4. Cooperative Training Plan
5. Cooperative Training Agreement
6. Employer Evaluation Form
7. Job Analysis Form

Suggested Persons:

1. Program Coordinator
2. Employer or Training Station Supervisor
3. Vocational Instructor
4. Special Education Teacher
5. Parents

Overview: Community based work experience training programs are designed to enable students to develop proper attitudes toward work and acquire specific vocational skills at off-campus training stations. Students are placed at training stations and engaged in activities that relate to their career objectives and classroom instruction. Students are usually rotated through a series of planned, meaningful job experiences as part of the final step in pre-employment training. Evaluation of student's performance is done jointly by the employer or training station supervisor and the program coordinator and shared with the student and parents. A determination is made of the student's potential for regular employment after training.

SUGGESTED PROCEDURES:

1. Secure the community based training station. Suggested person to be involved is the program coordinator.
    a. Identify training stations with the following requisites:
        1) Ability to provide training commensurate with the student's abilities and occupational goals.
        2) Provide a safe and pleasant place to work.
        3) Employs personnel with a genuine willingness to participate in the training of moderately retarded students.
        4) Provides adequate supervision.
        5) Is located a realistic distance from school to allow students to attend classes.
        6) Includes wage agreement that conforms with State and Federal youth employment regulations.
    b. Meet with the prospective employer.
        1) Specify the goals, objectives, and procedures of the off-campus training program.
        2) Describe the specific vocational goals and objectives of the student.
        3) Specify the entry level skills of the student and his/her on-campus work experience training and occupational interests.

            NOTE: State the positive aspects of the student's vocational skills, work habits, values, and previous response to individualized training and de-emphasize the handicapping condition.
        4) Obtain copies of the employer's job application form and place in the student's cumulative file for future reference. The employer may want form completed for personnel or insurance purposes.
        5) Identify the person who will supervise the student during the training activity. The training supervisor should fully understnad the training program and the entry level skills of the moderately retarded student.
2. Develop a job analysis of the occupational activity most closely related to the student's vocational goal. Suggested persons to be involved are: program coordinator, special education teacher, and vocational instructor.

a. Identify the major tasks that will be performed by the student. If possible, observe an employee working in a position similar to the student's vocational goal.

b. Identify the sub-steps in the order in which they are executed to complete the task. If a sub-step requires making a decision, determine the criteria for making the decision and the student's ability to make the decision. A work aid may be developed to assist the student in decision making.

NOTE: For a thorough discussion of job analysis procedures refer to: Handbook for Analyzing Jobs, U.S. Department of Labor, Manpower Administration, 1972. Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.

3. Develop the individual training plan. Suggested persons to be involved are: program coordinator, special education teacher, and vocational instructor.

a. Use the following resources:

1) The student's Individual Education Program.

2) The student Assessment Profile.

3) The student's on-campus work experience performance record.

4) The job analysis report on the community based training station.

b. Develop special education component to include, but not be limited to, the following:

1) Familiarity with the 'world of work' and understanding of realistic work ethics or values.

2) Academics related to off-campus work.

3) Daily living skills required such as money management, personal care, and independent transportation.

4) Reinforcement of vocational skills being taught at the vocational training station (i.e., measuring, tool identification, terminology, etc.).

c. Develop on-site vocational training component including possible job modifications to meet the training needs of the student.

1) Identify tasks that the student has demonstrated proficiency.

        2) Identify tasks that the student will require individualized training. These should be designated as training objectives.

        3) Review the sub-steps of each identified training objectives and determine the most appropriate method by which to teach each step. Identify those steps that can be taught by the special education teacher.

        4) Identify sub-steps which may be beyond the student's demonstrated ability and require work aides, jigs, or fixtures.

           NOTE: Sub-steps that require decision making may require the special education teacher to determine the feasibility of student mastery.

        5) Develop or procure necessary work aides, jigs, or fixtures, to permit the student to perform the sub-steps.

4. Prepare student for job interview with the community based training station employer. Suggested persons to be involved as: program coordinator and special education teacher.

    a. Inform the student of possible training station vacancy.

    b. Assist the student in completing the job application form, if required.

    c. Assist the student in arranging for the job interview.

       NOTE: If the employer has not had previous experience in interviewing moderately retarded students, suggestions on conducting the interview should be offered.

    d. Review interview behavior with student.

        1) Discuss personal conduct including posture, eye contact, attitude, and respect for the employer.

        2) Discuss the types of questions that may be asked relative to the work experience.

5. Develop the cooperative educational training agreement. Suggested persons to be involved are: program coordinator, special education teacher, vocational instructor, and employer.

    a. Arrange a meeting with all responsible parties.

        1) Clarify details of the training agreement.

    2) Discuss responsibilities of the student and/or parents or guardians such as: notifying the employer in case of absence from work, appropriate clothing, personal hygiene, and transportation.

    3) Discuss activities outlined in the cooperative training plan and to be conducted on the training site.

    4) Discuss wage arrangements relative to rate, source of funding, and termination date.

    5) Discuss insurance liability, eligibility for Workers Compensation, Social Security Insurance, etc., if applicable.

  b. Obtain the necessary signatures on the agreement.

6. Supervise the student at the cooperative training site. Suggested persons to be involved are: program coordinator, training site employer/supervisor, vocational instructor, and special education teacher.

  a. Responsibilities of the program coordinator.

    1) Determine the readiness of the training station/supervisor to begin instruction.

    2) Introduce the student to the employer, the training site, and the training station supervisor.

    3) Observe the student at work.

    4) Update/modify training plan if necessary.

    5) Maintain communication with the special education teacher, vocational instructor, training site employer/supervisor, and other school personnel.

    6) Provide feedback to special education teacher suggesting classroom instruction which will reinforce work skills and behavior.

    7) Provide feedback to the parents about the student's progress.

    8) Evaluate effectiveness of the training station and the placement of the student.

  b. Suggested responsibilities of the training site employer/supervisor.

    1) Orient the student to the job.

    2) Instruct the student on the training plan tasks and sub-steps.

    3) Communicate the needs and progress of the student to the Program Coordinator.

4) Record student progress in accordance with procedures specified in the student training plan.

c. Responsibilities of the vocational instructor.

   1) Train and oversee the student to perform the tasks independently.

   2) Provide full assistance to the student initially and then gradually decrease assistance as student gains independence.

   3) Maintain an account of student's performance.

d. Responsibilities of the special education teacher.

   1) Make periodic visits to the training station to observe the student and identify potential problems that may be handled in the special education classroom. The initial visit should be made with the program coordinator.

   2) Provide instruction to remediate or reinforce work related skills.

   3) Relate classroom academic and daily living instruction to the activities of the training station.

7. Evaluate student performance.

   a. Responsibilities of the training site employer/supervisor.

      1) Review and record the student's performance relative to mastery of training objectives.

      2) Review the evaluation report with the student.

      3) File evaluation report with program coordinator.

   b. Responsibilities of the program coordinator.

      1) Evaluate the student's performance on a similar form used by the employer/supervisor.

      2) Discuss the evaluation with the student's special education teacher, training site employer/supervisor, and parents.

      3) Determine the future status of the student in the off-campus work experience training program. Possible conclusions may include:

         a) Placement is successful and should be continued.

         b) Placement should continue with additional classroom instruction.

         c) Placement is unsuccessful and should be discontinued.

8. Evaluate effectiveness of training station. Suggested persons to be involved are: program coordinator, special education teacher, training site employer/supervisor, vocational instructor, and parents.

   a. Determine the quality of training station instruction/supervision.

   b. Determine the educational value of tasks assigned to student.

   c. Determine quality of working conditions.

      1) Occupational safety standards.

      2) Environmental conditions.

      3) Social attitudes of co-workers.

   d. Determine the employer/supervisor attitude toward vocational training and employment of moderately retarded persons.

   e. Determine the relevance of the experience to regular employment.

      NOTE: The assessment may be based primarily on items such as student reactions, coordinator observations, and student progress reports.

   f. Determine the cost effectiveness of the training site.

   g. Submit evaluation summary to the local school administration and program advisory committee for review and comment.

9. Identify potential community resources for future involvement.

   a. Agencies that may provide post-secondary training include:

      1) Area Vocational, Technical, and Adult Education Schools that offer specific vocational training for moderately retarded students.

      2) Sheltered employment facilities.

      3) Business or industries that have expressed interest in providing on-site training for handicapped persons.

      4) Agencies such as Division of Vocational Rehabilitation and Vocational Alternatives.

   b. Agencies that may provide financial assistance for training and/or other maintenance expenses:

        1) Division of Vocational Rehabilitation may provide financial assistance to persons receiving formal vocational training, or supplemental incomes to persons receiving subminimal wages during on-the-job training activities.
        2) Association for Retarded Citizens On-The-Job Training Program provides financial assistance for handicapped persons receiving on-site training.
    c. Special interest groups lend assistance to handicapped persons and their families and supply information on recent developments and services relative to handicapping conditions.

Vocational education for moderately retarded students is designed to prepare the student for future employment. Four vocational training program delivery models have been presented for consideration. They are:

1. Mainstreaming/integration model provides instruction in regular vocational programs.
2. Work adjustment model provides instruction through on-campus simulation activities.
3. On-campus work experience incorporates instruction with on-campus vocational learning activities.
4. Off-campus work experience model utilizes community based training activities in off-campus work stations.

The selection of a vocational education delivery model for a particular community should be based on the students' needs, local employment opportunities and availability of training resources.

HOW ARE THE VOCATIONAL COMPONENTS OF THE INDIVIDUALIZED EDUCATION PROGRAM (IEP) DEVELOPED ?

An individualized education program (IEP) must be developed and maintained for every student identified as having exceptional educational needs (EEN) as required by Wisconsin Statutes (s. 115.80) and federal legislation (P.L. 94-142 & P.L. 93-112).

Although the actual format used by local education agencies (LEA) vary, the Wisconsin Department of Public Instruction (n.d.) states that the IEP should contain the following components:

1. Present level of educational performance.
2. Annual goals and short-term objectives.
3. Specific educational services to be provided.
4. Extent to which child will participate in regular classroom.
5. Projected date for initiation and duration of services.
6. Objective criteria and evaluation procedures.
7. Schedule and procedures for review.

While the IEP is the primary vehicle by which to measure whether or not the LEA is meeting the state and federal requirements, it is intended to be much more than an accountability device. The real benefits of the IEP are better planning, consistent implementation, regular evaluation, and clear communication of each student's education program.

The purpose of this section is to provide an overview of the IEP in terms of development, vocational implications, and activities for vocational educators. More detailed information on the development, implementation, review, maintenance, and evaluation of the IEP can be found in two Wisconsin Department of Public Instruction publications. They are Individual Education Plan Development Process and The IEP: We Can Do It.

How is the IEP Generally Developed?

Development of the IEP is generally the responsibility of the special education teacher designated as having the primary responsibility for the student's program. Special and regular education teachers, and support services personnel who work with the student shall provide a written statement of the objectives for the student. These objectives must be based on the multi-disciplinary team (M-Team) goals and include interventions, methods and materials, and evaluation methods and timelines. The finalization of the IEP must involve the parents and student, where appropriate, and the conference must allow them the opportunity for their suggestions. Although the person who has primary responsibility for the student's program must develop the IEP, other personnel who work with the student should prepare their portion of the tentative IEP prior to the conference with the parents. In order to do this, the following documents should be available:

1. A copy of the M-Team report which includes:
    a. All findings, reports and recommendations.
    b. The M-Team plan.
        1) Statement of the child's needs.
        2) Overall goal statements and general objectives to meet the child's needs in the following areas:
            a) Specified recommended academic, and/or career and vocational, and/or behavioral interventions necessary in special education and/or regular education.
            b) Supportive and/or related services.
            c) School-parent communication.
        3) Provisions for regularly scheduled follow-up consultation between special education staff, regular education staff and supportive personnel.
2. A copy of the placement decision which shall state:
    a. Justification for the type of education placement.
    b. Type and level of program.
    c. Location of program.
    d. Personnel to be involved in the program.

   e. Projected date of enrollment.
   f. Anticipated duration of special education program.
   g. General statement of the amount of responsibility to be assumed by special or regular education and supportive personnel.
3. Copy of the curriculum.
4. List of resources and materials.

The above items must be available for the M-Team to develop the IEP and a clear understanding of the intended program. According to the publication The IEP: We Can Do It (n.d.), the IEP will serve as an accountability document in the sense that it will indicate the availability of appropriate goals, programs, and services; but it shall not serve as a means for making teachers and other educational personnel accountable for the student's achieving annual goals and long and short-term objectives.

What are the Vocational Implications of the IEP?

Educational programming for EEN students at the secondary level generally emphasizes preparation for entry into the world of work or entry into a post-secondary training program upon separation from the public school program. For moderately retarded students, entry into the world of work or post-secondary training requires the development and implementation of an IEP.

The mainstreaming of moderately retarded students into vocational education classes requires considerable expertise on the part of the teacher. A vocational implementation plan must be formulated for each student and flow directly from the more general total service plan. The individual implementation plan must include:

1. Short term instructional objectives.
2. Teaching procedures and materials for each objective.
3. Evaluation procedures.
4. Daily lesson plans.

5. Instructional task listings.
6. Additional information pertinent to effective instruction.

The scope of the vocational educator's required activities will depend greatly upon the severity of the student's handicap and the amount of time the student will spend in the vocational education program (Phelps & Batchelor, 1979).

What are some Suggested Activities for Vocational Education Instructors in the Development of an IEP?

The involvement of the vocational educator in the IEP process is illustrated in a model developed by Phelps and Batchelor (1979). The process model is general in nature and outlines the activities in which the vocational educator is engaged in the preparation and implementation of an IEP. The following process model elements are applicable to work with moderately retarded students:

1. Sharing Assessment Information

   Once the student is determined to be eligible for services, the development of the IEP is initiated. At this point, teachers who are to work with the student will meet, share assessment information, and discuss the student's performance level and potential. The vocational educator will review assessment information, determine the student's specific vocational interests and aptitudes, and consider appropriate vocational training.

2. Placement Decision

   The decision on appropriate placement of the mentally retarded student including specific programs or classes and services, is made after a review of assessment information. The vocational educator matches the student's characteristics and educational needs with the pre-requisite skills, mechanical aptitudes, dexterities, coordination, strength, reading level, and other aptitudes required of any student entering the specific vocational program. From this analysis an appropriate decision is made regarding the student's placement in a specific vocational program. In addition, the types of support services needed for the student and vocational teacher are identified.

3. Developing and Writing the IEP

The responsibility for the development and writing of the IEP is generally the responsibility of the special education personnel, but vocational educators are responsible for that portion of the IEP that describes the instruction being received in the vocational education program.

The activities of the vocational educator in writing the student's plan for the vocational education instruction include:

a. Identify goals and objectives of the vocational education plan.

b. Select appropriate goals and objectives for the student.

c. Design instructional plan and procedures for the student in cooperation with special education teachers.

d. Specify support services and special materials needed.

e. Identify facility and/or equipment modifications that may be necessary.

f. Determine appropriate means for evaluation and/or assessment of the student progress.

4. Implementing and Monitoring the IEP

The implementation of the IEP is the most critical phase of the process. The special and vocational educators must meet regularly to discuss student performance and progress toward goals and objectives of the vocational program. The vocational educator should:

a. Observe the student in the special education classroom.

b. Have special educators visit vocational laboratories and observe the moderately retarded student.

c. Participate in team teaching activities.

d. Select and supervise peer tutors to work with moderately retarded students.

e. Record/document student performance/progress.

f. Share student progress information with special educator(s).

g. Discuss the updating or modifying of the IEP with M-Team members.

5. Evaluation of the IEP

In accordance with P.L. 94-142, the progress made by the student toward IEP goals and objectives should be reviewed at least annually. However, more frequent review should be conducted to access placement, needed support services and changes in class or teacher assignments in response to the student's learning needs. Changes in the student's performance may require changes in the IEP (i.e., goals, objectives, support services). The vocational educator will be responsible for:

a. Assessing the student's attainment of the vocational education goals.

b. Assessing the cooperative teaching strategies, activities, and materials in meeting the student's learning needs.

c. Recommending changes in the IEP (i.e., goals, objectives, support services).

The process model developed by Phelps and Batchelor (1979) for the preparation and implementation of IEP's represents a general blueprint for action. Through this process, the vocational educator serves as a member of the M-Team, learns about vocational needs of moderately retarded students, participates in establishing vocational education goals and objectives for the students, shares in program planning, and assists in evaluating student achievement. The vocational educator is a contributing member of the M-Team in the preparation and implementation of the IEP.

HOW IS VOCATIONALLY ORIENTED TRAINING PROGRAM EFFECTIVENESS EVALUATED?

School boards, government agencies, and the larger public are asking about the effects of school programs. Should a program be replaced? Can better programs be found? Should more money be spent or less? They are becoming increasingly more reluctant to support programs which cannot explicitly demonstrate their effectiveness.

Educators committed to providing vocational training for moderately retarded students realize that program revision and updating are necessary. Decisions on whether to change or not to change and what kinds of modifications should be made to a program should be based on explicit information. Program effectiveness is concerned with program product.

In determining program effectiveness according to program product, Yoshimura and Suzuki (1978) ask three basic questions:

1. Are mentally handicapped students employed in occupations for which they were prepared?
2. Are mentally handicapped students who are employed in occupations for which they were prepared performing satisfactorily on the job?
3. Are mentally handicapped students able to maintain their employment?

They believe that answers to these three questions will determine the effectiveness of the vocational education program for mentally retarded students and that information to answer these questions may be obtained through the following process:

1. Establish liaison with the advisory committee.
    a. Describe the intent and process.
    b. Request assistance.
2. Collect follow-up information on mentally retarded students three months and one year after they have completed the vocational program.
    a. Develop an interview schedule to record information and to guide the interviewing.

       NOTE: Design instrument so that the identification of the student can be eliminated after all pertinent information is collected.
    b. Interview former students to determine employment status. If student is not employed or pursuing further education, determine reason.
    c. Interview supervisor to determine job competence.
3. Compile and document follow-up information including following items:
    a. Program enrollment and job placements of students who started vocational education each year.

1) Number of students who entered the program during a given academic year.

2) Number of those students who terminated participation in the program.

3) Number of those students who completed the program.

4) Number of those students who were employed or pursuing further education three months and one year after completing the program.

b. Number of program completers in each of the following employment status three months and one year after completing program.

1) Related occupation which means those occupations requiring similar skills and knowledge to the ones for which the student was prepared.

2) Unrelated occupation.

3) Further education in related area.

4) Further education in unrelated area.

5) Unemployed which means a person who is not employed but is seeking employment.

6) Out-of-labor market which means a person who is not employed and is not seeking employment.

c. Number of program completers who are employed three months after completing program by job titles and by year.

1) Related occupations.

2) Unrelated occupations.

NOTE: Do not duplicate job titles. Enter the number of former students who hold the same or similar job titles under the graduating year.

d. Number of program completers who are pursuing further education three months after completing program by major or program by year.

1) Related area.

2) Unrelated area.

NOTE: Do not duplicate program titles. Enter the number of former students who are enrolled in programs with the same or similar titles under the graduating year.

e. Number and percentage distribution of responses by supervisors on the adequacy of performance by program completers employed in related occupations during a given year.

  1) Use the following five point rating scale:

    5 - has all of needed skills.
    4 - has most of skills.
    3 - has many of skills.
    2 - has few of skills.
    1 - has none of skills.
    0 - not observed.

  2) Compute the percentage of responses in each category for each function, e.g., divide the number of supervisors who rated the technical competence of former students as "5" by the total number of supervisors who rated students on their technical competence.

4. Present the information to the advisory committee.

   a. Confirm the extent to which the program is successful.

   b. Acquire advice on whether to modify the program if necessary.

In summary, the effectiveness of a vocational training program may be determined by conducting a follow-up study of the program graduates as suggested by Yoshimura and Suzuki (1978).

Evaluation of the vocational education training program is vital to its very existence. Current evaluation information that shows the program effectively meeting the needs of moderately retarded students can help insure the support and continuation of the program.

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SECTION 5

WHAT IS THE ROLE OF LOCAL BUSINESS AND INDUSTRY IN A VOCATIONAL PROGRAM?

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HANDBOOK FOR EDUCATORS INVOLVED IN VOCATIONALLY ORIENTED PROGRAMMING FOR MODERATELY RETARDED ADOLESCENTS

SECTION 5

WHAT IS THE ROLE OF LOCAL BUSINESS AND INDUSTRY IN A VOCATIONAL PROGRAM?

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The Department of Public Instruction (DPI) does not discriminate on the basis of race, sex, age, religion, handicap, or national origin. The responsibility for civil rights technical assistance to local school districts is that of the Office of Equal Educational Opportunities at the Department of Public Instruction. The Vocational Equity Coordinator in the Bureau for Vocational Education, DPI, can provide technical assistance to local districts in the area of equity in vocational programming.

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INTRODUCTION

Local business and industry play an important role in the development, modification and operation of vocationally oriented training programs for the moderately retarded students in the public schools. Vocational program staff should encourage representatives from local business and industry to participate in the vocational program. This topic is approached by answering the following questions:

HOW DO REPRESENTATIVES OF LOCAL BUSINESS AND INDUSTRY PARTICIPATE IN VOCATIONAL TRAINING PROGRAM ACTIVITIES?

HOW ARE BUSINESS AND INDUSTRIAL REPRESENTATIVES INTRODUCED TO A VOCATIONAL TRAINING PROGRAM?

HOW SHOULD POTENTIAL EMPLOYERS INTERVIEW MODERATELY RETARDED JOB APPLICANTS?

WHAT EFFECT DOES EMPLOYMENT OF HANDICAPPED PERSONS HAVE ON WORKERS COMPENSATION INSURANCE RATES?

WHAT TAX INCENTIVES ARE AVAILABLE TO EMPLOYERS OF HANDICAPPED PERSONS?

Since initial contact with prospective employers is critical and requires careful preparation, vocational educators should become acquainted with the role of local business and industry in vocational programming.

HOW DO REPRESENTATIVES OF LOCAL BUSINESS AND INDUSTRY PARTICIPATE IN VOCATIONAL TRAINING PROGRAM ACTIVITIES?

Representatives of local business and industry should participate in the development, implementation, and maintenance of vocational training programs. They are involved in the following activities:

1. Dissemination of vocational information.
2. Training and/or evaluation.
3. Job placement.

Dissemination of Vocational Information

Dissemination of vocational information by representatives of local business and industry is a valuable contribution to the vocational training program. After the program has been established, representatives of local business and industry present some aspect of their business or industry to the students. They may conduct tours of their places of business and show students different jobs and working conditions. This type of participation introduces representatives of business and industry to the program and invites their continued support.

During the development of a program, business people may provide various types of employment information that the school can use to determine the feasibility of establishing a vocational training program. This information may be provided through reviewing employment records, conducting on-site job analyses, discussing future employment trends, and/or responding to questions similar to those found in a community needs assessment survey. The review of past employment records may identify jobs with relatively high turnover rates. On-site job analyses provide information that can relate directly to training and employment of persons within the local community. Discussion of future employment trends may reveal new job developments or job eliminations which may affect the development of appropriate program curriculum.

Training and/or Evaluation

Training and/or evaluation activities allow students to explore jobs in the work environment. These extensions of the vocational classroom activities are conducted in cooperation with local business and industry and may be provided through one of the following paid or unpaid training arrangements:

1. Employer pays student learner full salary while in training.
2. Employer pays student learner partial salary and vocational training programs or other agency pays remaining portion.
3. Vocational training program pays the student learner.
4. Student learner receives no salary.

Paid versus unpaid learning activities is an issue that bears special consideration for each individual student. In either case, the employer provides a training station, shares in the supervision, participates in the interim and final evaluation of the student learner's vocational achievement and ability to adapt to the work environment. This is one of the most active roles that local business and industry can assume in support of a vocational program.

Job Placement

Job placement illustrates the belief that the handicapped individual can perform as a productive member of society and provides the employer with economic benefits similar to those provided by a non-handicapped worker. The participation of business and industry is essential to the operation of the local vocational training program. This relationship with community employers is extremely important to the vocational educators, moderately retarded students, and the business community.

HOW ARE BUSINESS AND INDUSTRIAL REPRESENTATIVES INTRODUCED TO A VOCATIONAL TRAINING PROGRAM?

Regardless of the level or manner in which local business or industry participate in the local vocational training program, vocational educators must assume an active role in promoting program goals, activities, and anticipated outcomes. This responsibility has become more and more important as educational costs increase, student enrollments decline and school budgets are reduced. As in business and industry where public relations plays a critical role in the promotion or acceptance of a newly developed product or service, public relations activities can benefit vocational programs. A well-planned public relations program not only can inform business and industry about the vocational program, but also can promote their involvement in the program.

Representatives of local business and industry are generally willing to assist schools in developing and providing relevant vocational training programs for handicapped students. However, they need reliable information about the capabilities of the students in order to make valid contributions. Their input is critical to the initial planning and ongoing operation of the program, as well as the creation of job opportunities for handicapped students (Texas, 1978). A number of public relations activities can be employed to introduce the vocational training program to the local employment community. Presentations at business meetings, giving credit to members who have participated or made contributions, may encourage others to become involved. Samples of students' work, illustrated discussions of training activities, or tours of the program with students demonstrating their skills, will clearly inform interested persons of training program activities. News releases, describing new training procedures and/or student placement data, can keep prospective employers updated on the program. Invitations to serve on advisory committees and special projects can develop positive relationships with local business and industrial employers.

Resources, techniques, and strategies most commonly used to conduct public relations activities are discussed under the following topics:

1. Involvement of Communication Media.
2. Writing a Newspaper Release.
3. Sending Photographs to Newspapers.
4. Sending Photographs to Television Stations.

5. Writing Radio/Television Scripts.
6. Taking Quality Pictures.
7. Obtaining a Photo Release.
8. Using Certificates of Appreciation and Achievement.
9. Planning a Public Relations Schedule.

Involvement of Communication Media

Involvement of communication media is essential to introducing business and industry to vocational programs for moderately retarded students. When the training needs and employment potentials of moderately retarded students are clearly presented, understanding and positive attitudes can be increased. Newspapers, radio, and television often provide free public service information. However, it should be realized that a single news release describing a training program cannot modify the attitudes of a significant number of people. In doing so, generalizations about the moderately retarded students and the vocational training program should be avoided.

Communication media resources most commonly used to conduct public relations activities are newspapers, radio, television, pamphlets and brochures, public speaking, advisory committees, and special projects. The utilization of these resources in the developmental stage of the program will provide a strong foundation for ongoing coverage and support. News coverage of the vocational program should acquaint the reading public with the basic training elements and goals including:

1. Individual student accomplishments.
2. Students' views or reaction to occupational training.
3. Discussion of training activities.
4. Certificates of student achievement.
5. Graduation ceremonies.
6. Graduate follow-up profiles.
7. Certificates of appreciation for various types of program contributions.

These same points may be emphasized in pamphlets and brochures, public speaking and personal contacts.

When working with the local news media and the school paper on a new program, Texas (1978) recommends keeping the following strategies in mind.

1. Become acquainted with newspaper editors and radio and television station managers.
2. Learn how each news media prefers to work.
3. Determine whether it is best to work through an editor or a reporter.
4. Find out about deadlines.
5. Become familiar with the time of day when the personnel are available and prefer to be called.
6. Find out what format to use in providing information.
7. Submit stories before the deadline.

This information can best be obtained by making appointments with the editors and managers and asking clearly developed questions. Local news media are usually interested in working with people who can provide information about educational programs.

Writing a Newspaper Release

In writing a news release, the following suggestions should be helpful in working with the local news media; however, the local press should be contacted to learn the format they prefer.

1. Type news releases double-spaced with wide margins on 8½" x 11" paper.
2. Place your name, school organization, phone numbers, other identifying information and the date at the top of the paper.
3. Do not write a headline (media's responsibility), but may place the subject of the release at the top of the story.
4. Write "more" and circle at the bottom of the page if the release continues for another page.

5. End the release with "end," "###," or "30" and circle.
6. Use non-educational or lay language.
7. Use short sentences (an average of not more than 19 words), short words (an average of not more than 150 syllables per 100 words), and short paragraphs.
8. Make use of words and sentences that have human interest. The use of local names is important, but check for correct spelling and accurate titles.
9. Paragraph, punctuate, and spell correctly. Avoid abbreviations, slang, adjectives, and wordiness.
10. Place pertinent information first and least important information last because the article may be cut to fit space.
11. Indicate when the story can be released. If a specific release date is not necessary, write "For immediate release".
12. Deliver news release in time for the release date.
13. Send news release to all local news media. Do not play favorites.

In addition to these suggestions, Texas (1978) offers the sample news release outline illustrated in Figure 5.1.

HEADING -

Name: - Your name as writer
Title: - Your title
Address: - School address
Phone: - School (home phone optional)
Date: - When delivered to newspaper
Release date: - 'Not before' or 'prior to', if pertinent

FOR RELEASE -

Subject title: - Brief, topical
Who: - Persons/group involved, may be general
What: - Activity or item
Where: - Location of activity
When: - Date(s) of activity
Additional facts: - Expand on the above information

Figure 5.1 Sample Newspaper Release

When a news release has been completed, file a copy along with the printed article for future reference, i.e., verification of submitted copy.

Sending Photographs to Newspapers

The saying "A picture is worth a thousand words" is especially true in acquainting the public with the goals, activities, and outcomes of a vocational program for moderately retarded students. Photographs may be taken by members of the program staff or the local media photographer depending on the lead time and nature of the news release. When a member of the program staff is taking the picture, the guidelines listed below should be considered.

1. Check with local news media for their preference of photos, i.e., black & white glossy.
2. Type captions for pictures on a sheet of paper which can be attached to the bottom of the photograph (on the back side) with scotch tape and do not write on the back or attach the caption with a paper clip or staple.
3. Include in the caption of group pictures the names and addresses of all individuals in the pictures in the proper left to right, front to back position.
4. Plan ahead for photo developing. If the school doesn't have photo developing facilities, the news media may be willing to help out if the picture is newsworthy.
5. Have access to up-to-date portrait shots of important school officials in case news media ask for one to use with news release.

Sending Photographs to Television Stations

Television stations prefer motion pictures rather than still photographs, and may wish to send their own camera crews to cover news events. When still photographs are to be used, follow the same guidelines as recommended for use with newspapers. When submitting color slides, a horizontal format must be used to coincide with the rectangular shape of the television screen.

Writing Radio/Television Scripts

Although commentators reserve the right to edit scripts submitted for release, the writer should consider the following suggestions in preparing scripts for radio and television.

1. Use short, easily pronounced words in common use.
2. Avoid technical language and acronyms.
3. Present only the facts and indicate the source of the information.
4. Time the script carefully.
5. Obtain a copy of a typical script from the local media and follow the form carefully.
6. Differentiate clearly between dialogue and cues by use of underline or capital letters.
7. Double-space or triple-space script copy, leave adequate margins, and avoid continuing passages from page to page.
8. Number and identify each page of the script.
9. Don't use onion skin paper for copies. Shuffling such paper sounds like crackling fire over the microphone.

Taking Quality Photographs

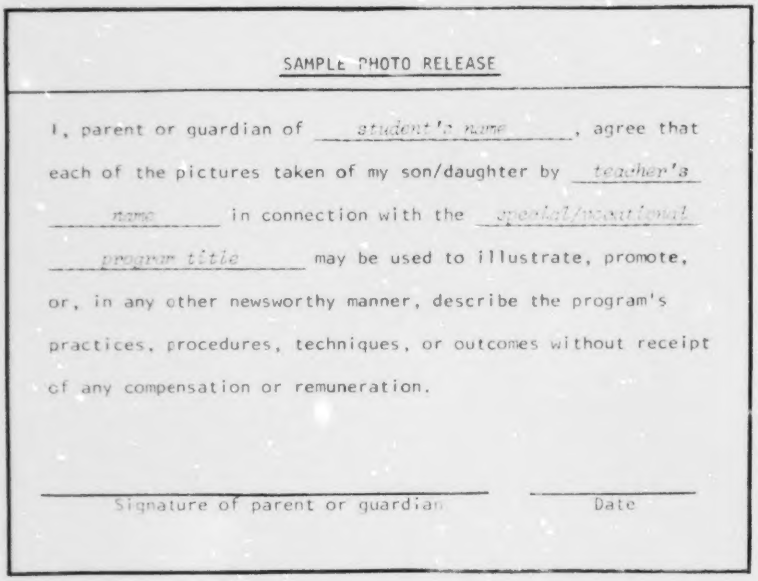
Quality pictures and slides are an outstanding way to publicize a program when they are composed carefully and presented in the proper manner. Whether the school photographer or a staff member takes the pictures, the following suggestions can aid in taking quality pictures.

1. Decide exactly what you want in the picture. Subjects should be:
    a. Involved in action, not posed.
    b. Absorbed in activity, not looking at the camera.
    c. Have appropriate facial expressions.
    d. Dressed for the activity, i.e., safety equipment.

2. Keep it simple and avoid unwanted background.
3. Select the best angle for the picture to capture the student and the student's activity.
4. Balance large and small objects in the picture.
5. Avoid placing the main subject in the center of the picture.
6. Take vertical or horizontal pictures depending on the subjects, i.e., vertical for one or two persons and horizontal for a group of persons.
7. Take action shots in preference to posed pictures and take several pictures in sequence to show the progress of the activity.
8. Be critical of the pictures taken and retain only those of good quality.

Obtaining a Photo Release

A generally accepted practice is to obtain parental permission in writing to use the names or pictures of students in a news release. Local school policies may or may not require a photo release, but it is an advisable practice to prevent misunderstandings with parents. A sample photo release form is shown in Figure 5.2



SAMPLE PHOTO RELEASE

I, parent or guardian of ___*student's name*___, agree that each of the pictures taken of my son/daughter by ___*teacher's name*___ in connection with the ___*special/vocational program title*___ may be used to illustrate, promote, or, in any other newsworthy manner, describe the program's practices, procedures, techniques, or outcomes without receipt of any compensation or remuneration.

______________________________ Signature of parent or guardian

______________ Date

Figure 5.2 Sample Photo Release

Photo release may vary from a simple statement of permission to a contract-type document. It is recommended that the school districts legal advisor be consulted for further direction in this matter.

Using Certificates of Appreciation and Achievement

Certificates of appreciation can serve as an effective means for recognizing the contributions made by members of steering and advisory committees, service organizations, and individuals who have donated time, facilities, or materials. Certificates of achievement can be awarded to students for a variety of reasons, i.e., completion of the training program and recognition for achievement. Blank, bordered certificate forms can be purchased at a book and stationery store and custom printed to meet specific needs at a school or local print shop. At a minimal cost, lasting recognition can be provided. The presentation of certificates may become a feature at school meeting or program awards dinners attended by students, parents, and faculty.

Planning a Public Relations Schedule

In planning a public relations program, a schedule of activities must be developed. A chart similar to the one shown in Figure 5.3 listing the types of publicity activities and the time sequence when they would be most effective might be helpful in implementing the public relations program, Texas (1978).

In planning and conducting a public relations program, there are some general guidelines to observe. They are:

1. Secure the approval of the school superintendent or publicity director for the entire public relations program or for each publicity item as it is planned and released.
2. Publicize items which have been accomplished in preference to those which are planned.

3. Obtain permission to use names and pictures of persons cited in news releases.
4. Give full credit to all people involved.

---- PUBLIC RELATIONS ACTIVITIES SCHEDULE ----				
PUBLICITY ACTIVITY	Beginning of school	Each School Quarter	Once During Year	End of School
School publications		•		
School yearbook section				•
School exhibits and posters	•	•		
School daily announcements				
School assembly programs		•		
Interpret program to vocational teachers and students	•	•		
Vocational youth organization activities	•	•		
Talks to parent-teacher groups		•		
Newsletters to parents				
Newsletters to business & industry	•			•
Newsletters to civic organizations			•	
Presentations to civic clubs			•	
Newspaper articles				
Free radio and television time				
Certificates of appreciation to steering & advisory committee members			•	
Certificates of appreciation to other contributing individuals			•	
Student certificates of achievement				•
Photographs - snapshots & slides		•		•
Slide presentations			•	

Figure 5.3 Public Relations Activities Schedule

The implementation of such public relations activities and suggestions should introduce business and industry to the vocational training programs for the moderately retarded students. Publicity may also stimulate the interest of other students and the local community for future involvement in the program.

HOW SHOULD POTENTIAL EMPLOYERS INTERVIEW MODERATELY RETARDED JOB APPLICANTS?

Interviewing moderately retarded young adults for positions as student learners or full-time employees is a concern of local business and industrial interviewers. Without previous experience working with handicapped persons, the interviewer faces a challenge in how to conduct the interview. The importance of the way the interview is conducted is reflected in the statistic that about 40 percent of complaints that have been filed with the Department of Labor under Section 503 of the Rehabilitation Act (P.L. 93-112) have stemmed from the interviewing process (Mainstream, Inc., n.d.). The following discussion on interviewing procedures and determining the need for ancillary services should contribute to making the interview a positive experience.

What Ancillary Services May the Moderately Retarded Job Applicant Need to Perform the Job?

In recognition of the fact that specific disabilities do exist and that these have implications for employment, a key element in the interview process is determining whether the applicant is in need of ancillary services beyond those normally provided all applicants. According to

Weisgerber, Dahl and Appleby (1980), the criteria to be applied focus on key questions - does the impairment or characteristic:

1. Require job modifications or changes for the applicant?
2. Make it difficult for the applicant to get employer acceptance for suitable work?
3. Require special consideration to prevent the applicant from undertaking work likely to aggravate the disability, or cause the individual to jeopardize the health or safety of others?
4. Indicate the handicapped applicant can improve employability through the use of the adjustment services of an outside agency?

During the interview, many handicapping conditions may not be apparent and extensive probing to determine their existence is unwarranted. Unwarranted probing may be in violation of Sections 503 and/or 504 of the Rehabilitation Act if the individual otherwise qualifies for the job.

What Procedures Should Employers Use When Interviewing a Handicapped Job Applicant?

The interview may be the first time an applicant and potential employer meet. It is normally a time of nervousness for the applicant, and in the case of a handicapped applicant, it can be a time of nervousness for the interviewer. The following do's and don'ts published by Mainstream, Inc., (n.d.), are intended to be useful as a guide in interviewing, but do not represent the final word. The interviewer must be prepared to handle different situations in different ways.

Procedures to Employ:

1. Do obtain necessary, relevant background data regarding the qualifications of the applicant.
2. Do ask direct questions about the applicant's ability to perform the job in question.

3. Do give more information about the nature of the work than you might in a routine interview situation (such as the mental, physical and safety requirements).
4. Do use job site visits whenever possible during the interview to show the work site and work activities.
5. Do inquire about the need for job accommodations, if the applicant volunteers to be part of the affirmative action program. Ask the applicant (or counselor) for suggestions for appropriate accommodations and make sure all such questions are job-related.
6. Do give clear, non-patronizing reasons when a "no fit" situation occurs. But be certain that all avenues of reasonable accommodation and job analysis have been explored.
7. Do remember, when an applicant declares more than one disability, to only ask questions about the job-related disability.

Procedures to Avoid:

1. Don't ask questions about a person's handicapping condition that are not clearly job-related.
2. Don't be overly solicitous, condescending or patronizing when interviewing a handicapped applicant.
3. Don't make any assumptions about a person's ability to perform a job based on your knowledge or ideas about a disabling condition.
4. Don't make any assumptions about a person's ability to perform a job based on your experience with, or knowledge of, other people with identical impairments.
5. Don't make assumptions about a person's social adaptability in the job situation.

If the potential employer is a recipient of federal funds covered by Section 503 or a contract under Section 504 of the Rehabilitation Act, reference should be made to the law. The federal guidelines for Sections 503 and 504 of the Rehabilitation Act may serve as a model for all potential employers. Potential employers should also recognize that traditional recruitment sources and practices may be insufficient in attracting handicapped job applicants.

Today virtually every job can be performed by workers with some type of handicapping condition. Surveys of industry and government made during the past two decades prove that it is good business to hire handicapped workers. Most retarded job applicants can qualify for a number of occupations and can become successful employees in many fields of work.

WHAT EFFECT DOES EMPLOYMENT OF HANDICAPPED PERSONS HAVE ON WORKERS COMPENSATION INSURANCE RATES?

A concern of all employers and insurance carriers is providing insurance coverage for all employees at an affordable cost. The following statements about the physically handicapped worker may also apply to the moderately retarded worker. The Alliance of American Insurers (1978) state:

> Employers are often concerned that handicapped employees will adversely affect the cost of health, accident and hospitalization insurance, workers compensation rates and other employee benefits. The facts show that firms employing handicapped workers generally pay no more for employee benefit programs. Workers compensation insurance rates are determined by the hazards of the industry and the accident experience of the individual company. Studies show that the physically handicapped are no more accident prone than able-bodied workers. In fact, the handicapped are often more safety conscious.
>
> Insurance companies find that handicapped workers are as good a risk as their able-bodied colleagues. Once they're on the job, handicapped workers experience fewer disabling injuries than able-bodied workers exposed to the same hazards. The handicapped have about the same number of minor injuries as other workers. When placed in suitable jobs they are, for all practical purposes, no longer handicapped. And since they are not inherently "unsafe" the handicapped cannot adversely affect workers compensation rates. These rates are based solely on the relative hazards of a company's operations and on the company's accident experience.

Weisgerber, Dahl, and Appleby (1980) report that a California study of 14 companies doing business in the group insurance and workers compensation field found that these companies do not discriminate against the handicapped in employment. Some of their comments were:

> Blue Cross: The fact that a handicapped person is employable is sufficient evidence to justify group underwriting.
>
> Pacific Mutual: The employment practices of an employer are not a part of any Pacific Mutual contract.
>
> Connecticut General: Connecticut General does not prevent any employer from hiring any particular person, "handicapped" or "healthy."
>
> Aetna: As you know, a fundamental principle of group insurance is that all full-time employees in eligible classes be insured without regard to their individual health status.

Of course, injuries do happen to the non-handicapped and the handicapped. This raises the concern that a compensation insurance award for an injury may be greater for a handicapped person because it might compound the pre-existing condition. In cases like this, most states have some form of second injury fund which generally would reimburse the employer for the difference between the compensation due the worker for one loss and the award due for the substantially greater disability the worker actually suffers. In Wisconsin, student learners or full employment applicants are not required to report previously acquired disabilities to prospective employers. Teachers and counselors should discourage employment that will aggravate the student's pre-existing disability.

In Wisconsin, the Workers Compensation Division of the Wisconsin Department of Industry, Labor and Human Relations handles secondary injury funds. For more information on second injury funds in Wisconsin, potential employers should contact:

Wisconsin Department of Industry, Labor, & Human Relations
Workers Compensation Division
P.O. Box 7901, 201 E. Washington Avenue
Madison, WI 53707 (608) 266-1340

WHAT TAX INCENTIVES ARE AVAILABLE TO EMPLOYERS OF HANDICAPPED PERSONS?

At present, there are two federal programs which provide tax credits to employers of handicapped persons.

The Revenue Act of 1978, established the Targeted Jobs Tax Credit program for employers of handicapped persons including some student learners engaged in work experience programs. Under the law an employer is allowed to take a tax credit equivalent to 50% of the first $6,000 in wages paid during the first year of employment and 25% of the first $6,000 in wages paid during the second year of employment. A tax credit is subtracted directly from taxes owed, as opposed to a deduction from taxable income. The employer could still deduct the wages paid in excess of the tax credit (DVR, 1979). According to the Wisconsin Department of Public Instruction (1979), these tax credits apply to members of the following targeted groups.

1. A vocational rehabilitation referral.
2. An economically disadvantaged youth.
3. An economically disadvantaged Vietnam veteran.
4. An SSI recipient.
5. A general assistance recipient.
6. An economically disadvantaged youth participating in a cooperative education program.
7. An economically disadvantaged ex-convict.

Each of the above groups is identified in a specific Federal Law. Only those persons participating in a cooperative education program may be certified by local schools for purposes of Targeted Jobs Tax Credit (TJTC). All other groups must be identified by other agencies.

Wisconsin work experience programs for moderately retarded students that provide the following minimum elements specified by Federal law may qualify for Targeted Jobs Tax Credit.

1. *It is a program of vocational education.*

   A "program of vocational education" as per this element "means an organized educational program which is directly related to the preparation of individuals for employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree. An 'organized education program' means only instructions related to the occupation or occupations for which the students are in training."

2. There is a written arrangement between the school and the employer.

3. There is in-school instruction (including required academic instructions) related to the job in any occupational area. This "instruction" is being interpreted as a class which meets on the average of no less than one period each day and which provides general and specific instruction related to the participants' job.

4. The alternative of study and work are planned and supervised by the school and employer in order to further the student's education and employability. This element dictates that the program's coordinator be provided time to develop the "written arrangement" specified in element above, and time to visit (supervise) the student while on-the-job in order to insure that the student is being provided an educational experience and to obtain meaningful input for element (3) above.

5. The program serves students whose family income is 70 percent or less of the Bureau of Labor Statistics lower living standard (Wisconsin Department of Public Instruction, 1981).

6. Students must be employed and compensated in conformity with Federal, State, and local laws.

To apply for Targeted Jobs Tax Credit program status, the program coordinator must complete the Internal Revenue Service Form 6199, certify that students are attending a qualified program, and obtain a Family Income Statement (PI-1373) on each participating student. That is, a program that meets the six requirements stated above. Four copies of these forms must be completed. One copy is to remain with the employer, one copy is for the local program file, and the other two copies are to be mailed to the Director, Special Projects, Wisconsin Department of Public Instruction, Madison, Wisconsin. In completing and submitting Form 6199 to the employer, the program coordinator and school certify that the five program requirements specified by Federal law have been met.

Starting in 1977, United States Treasury Decision 7477 allowed businesses to qualify for a tax credit of up to $25,000 for architectural and transportation barrier removal (Weisberger, Dahl, and Appleby, 1980). The basic principles can be accomplished by providing:

1. An entrance easily negotiated by all, such as an entrance without steps and a door wide enough for easy admittance.
2. Accessibility to all floors, i.e., wide-door elevators and/or ramps.
3. A usable lavatory for each sex, i.e., one stall wide enough for manuevering, and equipped with grab bars.

Although the removal of architectural barriers is generally presumed to be for physically handicapped workers, one must remember that the incidence of multiple handicapping conditions among moderately retarded persons is relatively high and is frequently of a physical nature. The Alliance of American Insurers (1978) state that when the handicapped are accommodated, so are able-bodied employees. In fact, it has been found that much greater loss control can be achieved by adapting the work environment to the worker, rather than obliging the worker to adapt to the environment. When the job or training station is designed to fit the needs and capabilities of the worker, either handicapped or able-bodied, there will be no difference between them in performance.

SUMMARY

The utilization of local business and industrial training resources in a vocationally oriented program can provide the moderately retarded

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students with learning experiences which will enable them to develop positive work attitudes and continue to develop knowledge and skills required for employment. Cooperative programs can also give students opportunities to assume adult responsibilities for monetary rewards. Through this type of cooperation, the chances for job placement and worker satisfaction are greatly enhanced. Vocational training models which incorporate local business and industrial training resources better prepare students for the transition from school to work and greatly enhance their job placement and worker satisfaction (Nystrom, Boyne, and McClellan, 1977).

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SECTION 6

WHAT ARE THE ROLES OF PARENTS IN A VOCATIONAL PROGRAM?

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HANDBOOK FOR EDUCATORS INVOLVED IN VOCATIONALLY ORIENTED PROGRAMMING FOR MODERATELY RETARDED ADOLESCENTS

SECTION 6

WHAT ARE THE ROLES OF PARENTS IN A VOCATIONAL PROGRAM?

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The Department of Public Instruction (DPI) does not discriminate on the basis of race, sex, age, religion, handicap, or national origin. The responsibility for civil rights technical assistance to local school districts is that of the Office of Equal Educational Opportunities at the Department of Public Instruction. The Vocational Equity Coordinator in the Bureau for Vocational Education, DPI, can provide technical assistance to local districts in the area of equity in vocational programming.

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INTRODUCTION

Parents of moderately retarded students may want to support the development and operation of a vocational program but are often unaware of how to become involved. Teachers and administrators of vocational programs for moderately retarded students should interact with parents for three basic reasons:

1. To collect information and knowledge about their handicapped youngsters.
2. To assist them in working directly with their youngsters in the home.
3. To involve parents as team members in the operation of the program.

The ways in which parents can become involved in vocational programs are discussed under the following headings:

HOW CAN PARENTS INFLUENCE VOCATIONAL PROGRAM DEVELOPMENT AND DESIGN?

HOW CAN PARENTS BE ENCOURAGED TO PARTICIPATE AS VOCATIONAL TEAM MEMBERS?

HOW CAN PARENTS PARTICIPATE IN AND REINFORCE VOCATIONAL PROGRAM LEARNING ACTIVITIES?

HOW CAN PARENTS INFLUENCE THE DEVELOPMENT OF A WORK ETHIC IN MODERATELY RETARDED STUDENTS?

The increased involvement of parents in the education of handicapped students has assisted teachers and administrators in improving vocational training opportunities. Brolin and Kokaska (1979) state that working with parents of handicapped students is essential for the success of vocational programs.

HOW CAN PARENTS INFLUENCE VOCATIONAL PROGRAM DEVELOPMENT AND DESIGN?

The development of vocationally oriented education programs for moderately retarded young adults is in direct response to currently unmet needs of the students and local community. The participation of parents in the development of these programs is highly valued and must be encouraged. Brolin and Kokaska (1979) cite the influence that parents have on not only students' work personality and career choices, but also on the students' performance in vocational skill training activities. Parental influence must be recognized in vocational program design, local employment opportunities, and parental involvement in the program development process. Parents of moderately retarded students can influence the development and design of vocational programming by participating in: community needs assessment, steering and advisory committees, and the development of individualized education programs (IEP).

Participating in Community Needs Assessment

Community-needs assessment is designed to identify unmet needs within the local community. An opinionnaire or similar data gathering device may be used to determine the effectiveness of the current vocational program. Parents of moderately retarded students are one invaluable resource in evaluating the effectiveness of local school programs and identifying specific unmet vocational training needs of these students. It is in the best interest of teachers and school administrators to develop shared responsibility for the school programs. Parents can evaluate the effectiveness of programs based on comments by students and observation of their progress. Data gathered from parents and other interested groups can provide a relatively objective analysis of vocational training programs.

Parents can also become involved in conducting a community needs assessment. They can participate in the development of the survey instrument, the identification of the survey recipients and actual distribution of the survey, and the development and dissemination of the survey conclusions and program recommendations.

Parents of moderately retarded students, along with representatives of local interest groups, can serve as members of steering committees for newly proposed vocational training programs. They can advise the local school district whether to proceed or not to proceed with a proposed program. They can also have input into planning program parameters and goals, identifying staff and facility needs, and developing a plan of action beginning with the appointment of a program advisory committee (Stady and Gooch, 1977).

Participating as an Advisory Committee Member

As advisory committee members, parents can have input into the development, operation, and evaluation of vocational training programs. Furthermore, they can also serve as official liaison persons between parents and the local education agency. Parents should be selected on their ability to express their views and to work well with committee members from other sectors of the local community. Their participation on advisory committees can be critical to the response of training programs to the technical and social changes occurring in the world of work (Stadt and Gooch, 1977).

Participating in the IEP Development

The periodical Common Sense from Closer Look (1979) states that vocational training objectives become a significant part of the student's IEP. Parents should be encouraged to participate in the development of the IEP and particularly the vocational education components.

Parents participation in the development of the IEP can be a focal point for parent-teacher cooperation. Meetings between parents, teachers, and administrators can provide opportunities for review, clarification, and acceptance of mutually defined program objectives for moderately retarded students. Classroom activities can be modified and replicated in the home to reinforce efforts by the teachers to help students achieve their program objectives. This cooperation can result in students receiving the fullest compliment of experiences that provide the basis upon which they will view themselves as producers, consumers, and citizens (Brolin and Kokaska, 1979).

In summary, it is interesting to note that each participant (student, parents, and professional) benefits from the continued growth of the other. As parents of moderately retarded students become involved in vocational programming, teachers gain support in their efforts to develop the students' abilities and sense of value.

HOW CAN PARENTS BE ENCOURAGED TO PARTICIPATE AS VOCATIONAL TEAM MEMBERS?

The importance of the family in career development for handicapped individuals is emphasized by Brolin and Kokaska (1979). Before the advent of mandatory education acts, most educational training of moderately, severely, and profoundly retarded children was provided by well-intentioned but largely untrained teachers, frequently parents of the children themselves, who employed a regimen of games and crafts in substandard facilities. Today, certified teachers, in accordance with formally developed comprehensive special education programs, encourage parental participation in training handicapped students to become productive members of the local community (Lynch, 1979). Strategies for teachers and administrators to consider when encouraging parents to become part of the education team are discussed below.

An invitation to participate is the first step in encouraging parental involvement. Rusch and Mithaug (1980) believe it is beneficial to have parents attend training sessions to learn how, when, and why certain teaching strategies and activities are used in the program.

Information regarding descriptions of training placements and required levels of performance may help parents explore career possibilities for their youngsters. In the event that it is not possible for the parent to attend the program, arrangements can be made to present teaching strategies and activities to them at home. Pollard (1977) reports that parents of moderately mentally retarded adolescents who were in special classes were surprised to discover the kind of work tasks that were conducted in the classroom. These discoveries lead to increased responsibilities in the home, as well as more realistic occupational expectations.

In the preparation for the first training session with parents, Berger (1981) makes these suggestions to help them feel a part of the team:

1. Know the parent's name. Do not assume that the student's last name is the same as the parent's. Look in the record for the correct names.
2. Do not use terminology that has meaning for the educator but not for the parent.
3. Do not refer to organizations, forms, tests, materials, or ideas by their initials. Do not assume that everyone knows what the initials mean.

4. Show interest in the student.
5. Remind the parents that they may ask questions at any time and that you will be pleased to explain anything that is not clear.
6. Begin on a positive note. Start by praising an accomplishment of the student or a contribution the student has made to the class.
7. Review your file and know enough about the student before the parent arrives so that the parent can tell you have taken a personal interest in the student's welfare.
8. Keep on the subject - the student's training and development.
9. Encourage the parents to contribute. Allow parents to talk for at least 50% of the conference.
10. Show concern that you understand the parent by checking with him/her periodically during the conference, for example, "Would you agree with this?" or "Do you have suggestions to add about this?"
11. Make a note of an idea suggested by a parent, but do not get so involved in writing that you lose the flow of the conversation.
12. Maintain eye contact.
13. Use attending behaviors, that is, lean forward, look interested, show when not in agreement.
14. Do not ignore a parent's question.
15. Be honest and truthful, yet tactful and sensitive, to the parent's feelings.
16. Base your discussion on objective observation and concrete examples of work.
17. Deal in specifics more than generalities.
18. Evaluate needs and select methods of remediating deficiencies.
19. Evaluate strengths and select methods of enriching those strengths.
20. Plan together for future educational goals.
21. Clarify and summarize the discussion.

Parents could also benefit from a group meeting with special and vocational staff. Discussions may include the vocational future for the moderately retarded student and preconceived notions about restrictive work environments for them (Lynch, 1979). In addition to conducting meetings for parents and professionals, the forming of a parent group may be encouraged. Such a group could discuss and plan ways to participate as team members in the local vocational training program for moderately retarded young adults.

HOW CAN PARENTS PARTICIPATE IN AND REINFORCE VOCATIONAL LEARNING ACTIVITIES?

The amount of training given an individual is usually limited by staff-trainee ratio and other considerations. Therefore, enlisting the support of parents as trainers is extremely important (Rusch and Mithaug, 1980).

Many of the activities included within the formal vocational training program structure can be greatly enhanced by parental participation and reinforcement. As a member of the teaching team, the parent's primary function is to help develop targeted vocational skills by providing exploratory opportunities, learning activities, and behavioral development strategies coordinated by the special and vocational instructors. Brolin and Kokaska (1979) state that the parents greatly influence the development of attitudes in the moderately retarded young adult student by their inflections, interests, and estimations of the importance of various aspects of life, including work. Various considerations and ways in which parents can become involved in home-based vocational learning activities are presented in the following paragraphs.

What Should Parents Consider When Developing Home-Based Vocational Learning Activities?

Family members (father, mother, grandparents, brothers, sisters, and other relatives) can develop learning activities that help in the development of targeted vocational skills. These activities would be particularly appropriate to the individual family, their situation and life style. Brolin and Kokaska (1979) believe that families should consider the following 10 suggestions when developing activities to help their handicapped member acquire vocational skills:

1. Emphasize the development of coordination, dexterity, balance, physical strength and stamina through scheduled exercises or activities.
2. Provide a home workshop equipped with tools that enables the student to learn the names of tools and their use.
3. Assign the student specific jobs or duties that are to be completed to specifications and within a certain time frame.
4. Identify jobs performed in the local community that can be observed and discussed. Lynch (1979) cautions that visits to job sites need to be structured to avoid wandering aimlessly about the site.
5. Provide a variety of family projects and activities, such as camping trips, sports events, travel, and church events to build leisure recreation, and social skills.
6. Insist that the individual make his/her own decisions, investigate alternatives, and understand the consequences. This process of problem solving and discussion making is essential to the development of the individual independent status within the family and community.
7. Develop a sense of psychological security by providing reinforcement for successful work and the opportunity to participate in family decision making.
8. Work closely with school personnel in achieving the educational goals and objectives as outlined in the IEP.
9. Help develop community experiences with school personnel to expand the curriculum opportunities, such as field trips, guest speakers, and work experience.
10. Become involved in school advisory committees concerned with curriculum, development of resources, and other career education matters.

Incorporation of these suggestions in the development of home-based vocational learning activities can increase the effectiveness of the home program in meeting the unique needs of the student and in supplementing the limitations of the school program.

What Teaching Strategies Can Parents Use in Home-Based Vocational Learning Activities?

Cooperating parents or family members may be taught teaching strategies by the teacher to enhance the continuum of effort between the home and the teacher. Heward, Dardig, and Rossett (1979) summarizes five teaching strategies to help students learn new skills. They are: imitation training, modeling, shaping, chaining, and fading. Each strategy employs the principles of reinforcement and cueing.

IMITATION TRAINING is a teaching strategy which utilizes the student's ability to observe, and subsequently to imitate the learning task performed by the teacher or parent for training purposes.

The following guidelines should prove helpful in teaching the student to imitate:

1. Attending - A Necessary Prerequisite.

   All imitation training sessions should be conducted in an environment as free from distractions as possible. Training must not commence until the student is attending.

2. Provide A Consistent Cue for Imitation.

   Always precede each trial with the same words, e.g., "Do this."

3. Use Clear, Easy-to-Imitate Movements.

   Each movement to imitate should be obvious, a large motor response.

4. Gradually Withdraw Prompts.

   Use physical prompts and actually guide the student's body through the complete movement. Then gradually withdraw prompts by having student imitate and complete the movement alone.

5. Keep Sessions Short But Active.

   Keep sessions within the student's attention span and move from one trial to the next with no more than a few seconds between trials. Also guard against any interruptions.

6. Use An Effective Reward.

   During initial stages of training, follow each successful imitation with an immediate reward that is appropriate and satisfying to the student.

7. Always Pair Social And Verbal Praise With Tangible Rewards.

   As training progresses, tangible rewards, such as food or candy, are replaced with social rewards, such as praise for acknowledgment of the student's success.

8. Schedule A Pleasant Activity To Immediately Follow Each Training Session.

   A favorite activity should be scheduled after each session to increase the student's willingness to participate in the sessions.

9. When Progress Breaks Down, Back Up To An Earlier Stage Of Training And Work Forward More Slowly.

   When the student is requested to perform beyond his/her level of ability, there is the risk of perpetuating errors and frustrating both the student and parent. When this occurs, return to an earlier level of successful performance and slowly work forward again.

10. Count.

    The only way to objectively measure the effectiveness of an imitation training program is to collect accurate performance data. Simply record each trial as prompted or unprompted and successful or unsuccessful.

Examples of Imitation Training

Removing and installing a drill bit in a 3/8" electric drill.

Changing thread on an electric sewing machine.

Making raw hamburger patties with a hamburger press.

SOCIAL MODELING, a training technique similar to imitating, requires a third party to serve as a social model who performs a learning task, is observed, and imitated by the student. Students are more likely to imitate the behavior of a model if the individual performing the task is looked up to or admired by the student, and/or the student observes the model and is consistently reinforced in performing the prescribed task.

Heward and his colleagues found social modeling works best when carried out in the following three step sequence:

STEP 1 Model the Performance.

Choose a well-liked, respected model.

Perform the prescribed task in full view of the student.

Exaggerate critical components of the prescribed task.

Reinforce the model's performance clearly and consistently.

Repeat Step 1 often.

STEP 2 Arrange Opportunities for the student to Respond.

Make the situation as non-threatening as possible.

Provide prompts, both verbal and physical, as necessary.

Schedule planned trials as required.

STEP 3 Reinforce Student's Performance of the Prescribed Task.

Provide sufficient reinforcement of the student's attempts at the prescribed task.

Gradually require closer approximations of the prescribed task in order for the student to receive reinforcement.

Examples of Social Modeling Training

Buffing a freshly waxed car.

Clearing dishes from a lunch counter.

Making a motel bed.

SHAPING is a programmed procedure that uses positive reinforcement to help the student develop new work skills. After an effective reinforcer has been identified, the following five step sequence may be employed to aid in the acquisition of new work skills.

STEP 1 Specify the Terminal Behavior.

Define or describe the prescribed work skill as the terminal behavioral objective.

STEP 2 Identify an Initial Behavior.

An initial behavior provides a point of departure from which the terminal objective can be identified and the resulting shaping procedure developed. The initial behavior must meet the following two requirements.

It must be an action that has something in common with the terminal behavior, e.g., getting to the work station with fewer distractions.

It must be performed with reasonable frequency by the student.

STEP 3 Set the Occasion for and Reinforce Instances of the Initial Behavior.

In order to shape a behavior, it is necessary to get the initial behavior, which more closely approximates the terminal behavior, to occur at a high rate. Thus, the initial behavior must be reinforced to a point of consistent occurrence.

STEP 4 Differentially Reinforce Successive Approximations of the Terminal Behavior.

This step represents the actual shaping component of the entire process. Differential reinforcement simply means reinforcing responses resembling the terminal responses and not reinforcing other responses.

STEP 5 Wean Schedule of Reinforcement to Strengthen Terminal Behavior's Resistance to Extinction and Continue to Provide Regular Opportunities to Respond.

While the formal part of a shaping program ends once the student has acquired the terminal behavior, the reinforcement program should not be terminated immediately, but rather gradually lessen the proportion of reinforcement. Opportunities for the student to perform the new behavior in environments other than the situation in which it was originally shaped will increase the probability that the student will generalize it to other situations.

Examples of Shaping Training

Making a motel bed.

Sweeping an entire shop floor.

CHAINING refers to teaching complex behavior by breaking down the overall performance into its component responses and teaching one response at a time until the entire sequence of the chain is mastered. Each response in a chain produces some change in the environment which serves as: 1) a conditioned reinforcer for the response that produced it, and 2) a cue for the next response in the chain. Figure 6.1 is adapted from Heward, Dardig, and Rossett (1979) and shows how a response chain works in changing the oil in a car.

How A Response Chain Works In Changing The Oil In A Car

Response	Consequence	Reinforcer	Cue
1. Placing the drain pan under the car.	Pan is in place.	Pan remains in the location where it was placed.	Removal of the drain plug.
2. Removal of drain plug.	Oil drains from engine.	Engine is drained.	Replace the drain plug.
3. Replace the drain plug.	Drain pan plug is replaced.	Oil pan is sealed.	Install new oil.

Figure 6.1 Sample of Chaining

Figure 6.1 illustrates the forward chaining method in which a task is taught in the order in which it is usually performed. In contrast, the backward chaining method teaches the last response or step in the chain first, then the next to the last step and so on, until the student can execute the complete sequence of steps from start to finish. Backward chaining is used in the following way:

STEP 1 Model for or Assist the Student Through All Steps Leading Up to the Last Response in the Chain.

In the washing dishes example from Table 6.1, model steps 1-7 for the student, then prompt the student to perform the last step - place a dish in the drying rack - by himself.

STEP 2 Gradually Withdraw Prompts When Shaping the Last Response in the Chain.

The student repeats the last response in the chain until it is performed completely by himself. Prompts are gradually withdrawn and reinforcement follows each time the last response is successfully executed.

STEP 3 Successfully Build the Chain from End to Beginning by Adding One Response at a Time.

Once the student has mastered the last response in the chain, the next to last response can be taught. Each time the student performs a new response, he should go on to complete the remaining responses in the chain. Reinforcement should always follow completion of the last response of the chain to help student associate the sequence of responses as a functional unit.

		WASHING DISHES			CHANGING CAR OIL
Forward Start ↓	1.	Scrape dishes & place in sink	*Forward Start* ↓	1.	Place drain pan under engine
	2.	Turn on water - adjust		2.	Remove drain plug & allow to drain
	3.	Wet sponge		3.	Replace drain plug
	4.	Apply soap		4.	Remove old oil filter
	5.	Wash dish with sponge		5.	Install new oil filter
	6.	Rinse dish		6.	Remove oil filler cap
	7.	Check dish for cleanliness		7.	Add specified oil
Backward Start ↑	8.	Place dish in drying rack	*Backward Start* ↑	8.	Replace filler cap

Table 6.1 Examples of Chaining and Backward Chaining

Backward chaining is a very effective method for teaching moderately retarded students a task analyzed sequence. The student performs the last task in the sequence and immediately identifies with the final product. In forward chaining, the student is required to begin with the first step and may complete many sessions before coming to the end and seeing the task to completion. When the parent and/or teacher believes that students will perform better if they know what the final outcome is, backward chaining should be used.

FADING is a procedure to teach students to make discriminations between items found in their work environment. At first the stimulus is greatly exaggerated to help the student discriminate between two or more items and make the correct response. Then that exaggeration is gradually diminished or "faded" out until the stimulus is in its natural state.

Examples of Fading in Vocational Training

Selecting proper screw drivers - e.g., Phillips vs. standard-flat blade.

Selecting ingredients for tossed salad.

Each of these training strategies may be used by the parent to reinforce school based vocational training if clearly explained and carefully coordinated by the special or vocational teacher. The vocational objectives on the student's IEP can serve as the basis for selecting vocational tasks or skills that the student is to master. Through initial familiarity and frequent reference to the IEP, parents and professionals can coordinate activities to achieve vocational training objectives. Brolin and Kokaska (1979) encourage the development of a schedule of activities that parents can follow, which coincides with the classroom lessons. Vasa and Steckelberg (1979) believe it is important for the school to provide parents with information about training. Formal and informal interaction between the school and the parents can help parents make positive and rewarding contributions to the students' education.

HOW CAN PARENTS INFLUENCE THE DEVELOPMENT OF A WORK ETHIC IN MODERATELY RETARDED STUDENTS?

In the book, Entering the World of Work by Kimbrell and Vineyard (1978), it is stated that the average American will spend at least forty years of his/her life engaged in work. During those years, work activities will occupy over one-third of a person's waking hours. With this tremendous involvement in one type of activity, it is important that all students, handicapped and non-handicapped alike, develop a clear and realistic perspective of work, its place in our society, and its place in their daily lives.

In the training of moderately retarded students to become productive members of society, it is important to develop the concept of work as a remunerative activity in which the individual's productive behavior is the sole determining factor in the amount of money earned (Martin, Flexer, Newbery, 1979). In this regard, teachers must recognize that parents' opinions and attitudes about work influence students' concept of work (Brolin & Kokaska, 1979). The following discussion is designed to provide the reader with an overview of the development of the work ethic among moderately retarded young adults.

What is a Historical Perspective of the Work Ethic?

A brief historical overview will provide an understanding of the basis from which the work ethic was developed, and how well it withstands the socio-economic challenges of the 1980's. Through research conducted by Rudiger (1979), it was noted that the early Hebrews and Greeks viewed work as painful drudgery and an act of atonement for Adam and Eve's original sin. The Roman culture regarded business and agriculture as honorable endeavors while all others were unquestionably beneath them. The class system of the middle ages recognized the land owning aristocracy as the upper class, artisans and merchants as the middle class, and serf and common laborers as the lower class. Martin Luther recognized the distinction between social classes and noted that work was the base of society. Later, through John Calvin's reformed protestant understanding of work, emerged the Protestant Work Ethic. Work was everyone's duty. Work itself was good. Being actively engaged in work activities, one became a better person in the eyes of society and himself. There was dignity in work. This philosophy has influenced our attitude toward work and has held it fairly stable for over four hundred years.

What is a Contemporary Perspective of the Work Ethic?

Not until recently has the age old work ethic been considered applicable to the handicapped persons in our society. Through slowly developing stages society has progressed not only to profess acceptance of handicapped persons into the professional/labor market, but also to provide legislative protection of their rights, including their right to work. Today, the work ethic is in a state of flux, and the time honored attitudes toward thrift, initiative, honesty, and hard work are being challenged. In Rudiger (1979), Terrance E. Caroll describes the basis for this challenge as follows:

> Work is, of course, a necessary activity and must be performed by many people in this world. Much of this work is or can be enjoyable. However, there is no intrinsic virtue in work in and of itself; virtue is attached to it by individual attitudes that have been learned, and the fact that attitude does not mean either that all people should share it, or that it is even a healthy attitude for all who do...... The human personality is capable of enjoyment and was meant to enjoy, not merely to consume; to create, not merely to produce.

Our society, partially afforded by or in spite of automation and the dehumanization of goods and services production, has grown to place greater value on leisure time activities and related material wealth. In this time of challenge, it is imperative that education instill a positive and realistic understanding of the work ethic in moderately retarded students through providing satisfying work experience and vocationally oriented training.

What Motivates People to Work?

There are several theories on what motivates people to work. Thomas L. Quick in his book entitled Understanding People at Work (1976), refers to Abraham H. Maslow's "Hierarchy of Needs" in explaining that people are motivated to satisfy certain needs ranging from the very basic and bodily to the very complex and psychological. The needs are listed below in ascending order of complexity:

1. Physiological: Bodily needs such as food, sex, drink, sleep.
2. Safety: The desire to be secure, to have stability, protection, freedom from fear, the need for structure and order.
3. Belongingness and Love: The wish to have friends, family, contact, intimacy.
4. Esteem: The desire to have the esteem of others as well as to feel self-esteem, to be competent and be regarded as useful, important.
5. Self-Actualization: To grow to become what one is capable of being, a process in which one's potential is realized.

According to Maslow's theory, a person feels a particular need only when the needs lower in the hierarchy are predominantly satisfied. If it can be assumed that moderately retarded students' physiological, safety, and belongingness and love needs are being met while enrolled in vocational training, then attention should be directed to the needs for esteem and self-actualization. Students can satisfy these needs by recognizing their vocational strengths and limitations, establishing attainable vocational goals, and discovering that work itself can be a powerful motivator. Frederick Herzberg (1966) emphasizes this concept and considers the following to be motivators:

1. Achievement: The successful completion of a job or task, a solution, the results of one's work.
2. Recognition of Achievement: An act of praise or some other motive of the achievement.

3. Work Itself: Tasks as sources of good feelings about it, extent of duties.
4. Responsibility: For one's own work or that of others, new tasks and assignments.
5. Advancement: An actual improvement in status or position.
6. Possibility for Growth: Potential to rise in the organization.

These are the factors that motivate and satisfy people, and encourage them to want to work and to work well. Since the presence of any of these factors will satisfy or motivate, parents and teachers of moderately mentally retarded students must utilize them in their training programs.

How Does One Acquire a Work Ethic?

On the assumption that a work ethic is learned, two questions present themselves: What factors are involved in the acquisition of a work ethic? and Can a work ethic be taught purposefully or must it be acquired incidentally? In seeking answers to the questions, Martin, Flexer, and Newbery (1979) looked to developmental factors and their own experiences with learning about work. They arrived at four factors that helped them shape their own work ethics and attitudes:

1. Work history. A work history begins in childhood when a person is reinforced for working.
2. Buying power of money. This concept is the process of establishing money as a powerful secondary reinforcer - a means of acquiring the things that one desires.
3. Work as remunerative activity. This concept is the process of learning that work is a means to money and that the amount of effort, output, or production is directly related to the amount of money earned.
4. Additional environmental factors. These factors include experiences in competitive work environments, peer and parental pressures, ethnic or geographic factors, and societal and family expectations.

Work history may be seen in families engaged in family businesses such as farming where children are introduced early to the concepts that you "work to eat" and that they may be expected to work for a number of years without direct remuneration. Children growing up in a farming environment know what work is to be done and what is expected of them because it is highly visible. In an urban environment, the expectation for early work experience may not be as strong since the breadearner is not as strongly identified with his/her work. Hence, urban children may not readily identify the source of family income. Their work histories begin later and are more closely tied to direct remuneration for work performed.

Buying power of money serves as a strong motivator among workers. However, the promise of increased earnings is not a strong motivation among a large segment of retarded workers. This is attributed to the fact that most mentally retarded workers do not really know what the buying power of money means, except on a very limited scale. Therefore, the buying power of money should be taught as a means of acquiring the things that one desires. This can become a powerful motivator in developing a work ethic in moderately retarded students.

Work as a remunerative activity is seen in the relationship between the individuals' productive behavior in a work setting and the amount of money earned. This concept is most clearly demonstrated in piece work settings or hourly wage situations, rather than salaried positions. Retarded students need to learn that their productive behavior is the sole determining factor in the amount of money earned.

Additional environmental factors can influence the development of a work ethic. They should be examined on an individual basis to determine the nature of their impact.

Martin, Flexer, and Newbery (1979) conclude that the relationship of productive work to the amount of reward is the key to the development of the work ethic. They believe that it does little good to realize the

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buying power of money and have a long work history if one does not recognize or cannot apply the relationship between productivity and reward.

The manner and degree to which the work ethic is internalized will indicate how well the student has learned to cope with a major life demand. Neff (1977) believes that work is confronted by different people with greatly varying degrees of strain and adequacy. Some of us have adapted so thoroughly to the prescribed roles that working presents no problems at all. For others, work always presents a degree of strain and pressure, so that it is performed at some emotional cost. For still others, the prevailing social norms of a work-oriented society have not really been internalized and they would avoid work if they could. Finally, there is a minority which simply cannot meet the demands of work under any circumstances. The specific manner in which teachers and parents can influence the development of a work ethic in the moderately retarded student should not be presumed to follow a single pattern, but rather, should be developed in accordance with the student's individual needs and opportunities.

How Does the Element of Risk Affect the Moderately Retarded Student in Vocational Training and Employment?

In the real world, people experience risk in a variety of ways everyday of their lives. They must work to develop every human resource within them in order to cope with a world that is not always safe, secure, and predictable. In fact, experiencing the normal taking of risks in life is necessary for normal human growth and development. Perske (1972) believes that mentally retarded persons should be allowed to assume a fair and prudent share of risk-taking in their daily living. Denying them exposure to normal risks commensurate with their abilities, tends to have an adverse effect on both their sense of human dignity and their personal development. The removal of all risk diminishes the retarded person in the eyes of others.

In the past, the term mentally retarded triggered instant association with terms such as protect, comfort, keep safe, care for, and look after. Retarded persons were viewed as not only having limited capabilities, but as being fragile, easily damaged and difficult to repair. This is truly a misnomer because mentally retarded persons who face challenging situations relative to their daily environment or work can survive. That is to say, when mentally retarded persons have been taught to rely on their instincts, learned problem solving strategies, and social and vocational skills, they can demonstrate a surprising degree of independence and well deserved pride.

Today, there is a growing awareness among teachers in the field of mental retardation that a total avoidance of risk has been built into the lives of moderately retarded students by limiting their spheres of behavior and interactions in the school, community, jobs, recreation, and relationships with the opposite sex. Fortunately, efforts are being made to allow moderately retarded students to assume a fair and prudent share of risk, commensurate with their function (Perske, 1972). Through individual counseling and group sessions, parents are helped in understanding that overprotection endangers retarded students' human dignity and tends to keep them from experiencing the normal taking of risks in life which is necessary for normal human growth and development. With parental permission, schools are attempting to put reasonable risks back into the lives of these students and to teach both social and vocational survival skills and practical problem solving strategies. This change in attitude is being reflected in vocational training of moderately retarded students. They receive instruction in safety practices and vocational skill training similar to the instruction of non-handicapped students. The practice of implanting the fear of risk is discouraged in favor of developing a feeling of respect and understanding. The development of salable vocational skills, positive work behaviors and strong self-concepts prepare them for gainful employment. Regardless of the teaching strategy or theoretical model employed, teachers and parents must work together in teaching moderately retarded students to respond to risk with full human dignity and courage.

Perske (1972) captures this attitude by stating, "To deny any retarded person their fair share of risk experiences is to further cripple them for healthy living......there can be such a thing as human dignity in risk."

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SECTION 7

WHAT ARE THE ROLES OF SERVICE AGENCIES IN A VOCATIONAL PROGRAM?

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WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

HANDBOOK FOR EDUCATORS INVOLVED IN VOCATIONALLY ORIENTED PROGRAMMING FOR MODERATELY RETARDED ADOLESCENTS

SECTION 7

WHAT ARE THE ROLES OF SERVICE AGENCIES IN A VOCATIONAL PROGRAM?

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1983

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The Department of Public Instruction (DPI) does not discriminate on the basis of race, sex, age, religion, handicap, or national origin. The responsibility for civil rights technical assistance to local school districts is that of the Office of Equal Educational Opportunities at the Department of Public Instruction. The Vocational Equity Coordinator in the Bureau for Vocational Education, DPI, can provide technical assistance to local districts in the area of equity in vocational programming.

SECTION 7

WHAT ARE THE ROLES OF SERVICE AGENCIES IN A VOCATIONAL PROGRAM?

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INTRODUCTION

The maximum utilization of community resources in providing a broad range of educational experiences and support services for special needs learners has been thoroughly developed by Phelps and Lutz (1977). Parts of the following discussion of the role of service agencies in vocational programs for moderately retarded students have been drawn from their work.

The task of designing and implementing educational programs for special needs learners is complex and challenging. As society has become increasingly concerned with the needs of persons with special problems, a multitude of educational programs and services have been generated by federal, state, and local governmental agencies, business and industry, labor, civic groups, and others. Because these programs and services were developed by different agencies and organizations, their objectives and approaches tended to be different though all focused on providing needed services to individuals with special needs. As a result, in any community there exist a number of resources which can be tapped by educators to facilitate programming for special needs learners. Community resources are instrumental in the education of special needs learners and in their successful transition to employment and independent adult living. Without the identification and systematic use of these resources, the educational process becomes increasingly complex and inefficient (Phelps & Lutz, 1977).

Utilization of community resources has become an important aspect of all educational programs. Vocational educators have recognized for some time the importance of using community-based specialized employer/employee knowledge in the process of preparing students for active participation in the work force. Special educators have sought similar forms of special assistance and supportive services for the special needs student as well. As a result, a number of community-based agencies and organizations have been formed to provide ongoing services for handicapped and disadvantaged individuals. The role of supportive service agencies in providing vocational education programming for moderately retarded students is discussed under the following headings:

WHAT SERVICES ARE AVAILABLE AND HOW ARE THEY OBTAINED?
HOW IS INTERAGENCY COOPERATION/COORDINATION ENCOURAGED?

It should be noted that the type and availability of resources in the form of supportive services will vary considerably from community to community.

WHAT SERVICES ARE AVAILABLE AND HOW ARE THEY OBTAINED?

Some of the community resources that can be tapped by special and vocational educators in developing and implementing vocational programs and support services for moderately retarded students include:

1. Division of Vocational Rehabilitation (DVR)
2. Job Training Partnership Act (JTPA)
3. Vocational, Technical and Adult Education System (VTAE)
4. Job Service
5. 51.42/51.437 Boards
6. Supplemental Security Income (SSI)

Descriptions of these services and eligibility requirements are listed as follows.

Division of Vocational Rehabilitation (DVR)

The Division of Vocational Rehabilitation (DVR) is a division of the Wisconsin Department of Health and Social Services which provides direct services to handicapped persons. Under a joint agreement between the

Wisconsin Department of Public Instruction and the Division of Vocational Rehabilitation, handicapped students enrolled in public schools may be eligible for rehabilitation services. The joint agreement suggests that:

> ...the age of 17 is the most appropriate age of referral from the local education agency for Division of Vocational Rehabilitation services. Earlier or later referrals may be made at mutually agreed upon points of readiness for further vocational activities. Referrals should be made with appropriate documentation, if available, under limitations of confidentiality rulings (Wisconsin Division of Vocational Rehabilitation, 1977).

Eligibility for services is determined by a DVR counselor who will assess the nature and extent of the disability and the person's need for rehabilitative services. Aptitude and interest testing and medical and psychological examinations may be requested and paid for by DVR. To be eligible for DVR services, a person must meet the following two requirements:

1. Have a physical or mental disability which constitutes or results in a substantial handicap to employment.
2. Demonstrate a reasonable expectation that DVR services will enable the handicapped person to engage in gainful employment.

Services provided, regardless of financial need, may include:

1. Medical and Psychological Evaluation
2. Comprehensive Vocational Evaluation
3. Counseling and Guidance (Vocational Personal Adjustment)
4. Job Seeking Skills
5. Job Placement Assistance
6. Reader Services to the Blind
7. Work Adjustment, Skill Training in Rehabilitation Facilities

Services provided, after financial need is considered, may include:

1. Room and Board while in Training
2. Transportation

3. Occupational Licenses, Tools, Equipment and Supplies
4. Training Tuition, Materials and Tutorial Instruction

Services for physical restoration may include:

1. Medical and Psychiatric Treatment
2. Physical and Occupational Therapy
3. Artificial Limbs
4. Orthotic Braces
5. Glasses
6. Artificial Eyes
7. Wheelchairs
8. Hearing Aids

The DVR counselor may also provide consultation to local education agencies in M-Team staffing, planning students' individualized education programs, and evaluation of potential employment.

The Wisconsin Division of Vocational Rehabilitation operates twenty one district offices throughout the State. Their locations and service areas are listed as follows:

District Office	Address	Counties Served
Eau Claire	P.O. Box 1228 517 Walker Ave. Eau Claire, WI 54701	Chippewa, Clark, Dunn, Eau Claire, Pepin, Pierce, St. Croix
Fond du Lac	P.O. Box 1438 485 S. Military Rd. Fond du Lac, WI 54935	Calumet, Fond du Lac, Green Lake, Marquette
Green Bay	P.O. Box 3627 1181 Western Ave. Green Bay, WI 54303	Brown, Door, Kewaunee, Marinette, Menomonee, Oconto, Shawano
Janesville	101 S. Main St. Janesville, WI 53545	Green, Rock, Jefferson

District Office	Address	Counties Served
Kenosha	1115 56th St. Kenosha, WI 53140	Kenosha
LaCrosse	333 Buchner Place LaCrosse, WI 54601	Buffalo, Crawford, Jackson, LaCrosse, Monroe, Trempealeau
Madison	160 Westgate Mall Suite 10 Madison, WI 54711	Dane, Grant, Iowa, Lafayette, Richland
Milwaukee NE	2430 North Murray Ave. Milwaukee, WI 53211	Milwaukee, NE Sector
Milwaukee NW	6815 West Capitol Dr. Milwaukee, WI 53216	Milwaukee, NW Sector
Milwaukee SE	3501 South Howell St. Milwaukee, WI 53207	Milwaukee, SE Sector
Milwaukee SW	9401 West Beloit Rd. Room 408 Milwaukee, WI 53227	Milwaukee, SW Sector
Oshkosh	1000 Oregon St. Oshkosh, WI 54901	Outagamie, Waupaca, Waushara, Winnebago
Portage	Northridge Shopping Mall Hwy. 51 Portage, WI 54901	Columbia, Dodge, Juneau, Sauk
Racine	5200 Washington Ave. Racine, WI 53406	Racine
Rhinelander	130 S. Stevens St. P.O. Box 894 Rhinelander, WI 54501	Florence, Forest, Langlade, Lincoln, Oneida, Vilas
Rice Lake	219 W. Knapp St. Rice Lake, WI 54868	Barron, Burnett, Polk, Rusk, Washburn
Sheboygan	832 Niagara Ave. Sheboygan, WI 53081	Manitowoc, Sheboygan

District Office	Address	Counties Served
Superior	917 Tower Ave. Superior, WI 54880	Ashland, Bayfield, Douglas, Iron, Price, Sawyer
Waukesha	141 N. Barstow St. P.O. Box 1349 Waukesha, WI 53184	Ozaukee, Walworth, Washington, Waukesha
Wausau	2416 Stewart Square Wausau, WI 54401	Marathon, Taylor
Wisconsin Rapids	110 E. Grand Ave. Wisconsin Rapids, WI 54494	Adams, Portage, Wood

For further information, contact the DVR office nearest you or call the State Administration Office at 1 800-362-9611.

Job Training Partnership Act (JTPA)

The Job Training Partnership Act (JTPA), Public Law 97-300, was enacted by Congress in the fall of 1982. The JTPA replaces the Comprehensive Employment and Training Act (CETA) with a new program and delivery system to train economically disadvantaged persons and place them on jobs in the private sector. The program stresses private industry involvement while restricting and discouraging payments directly to students which were permitted under CETA. The block grants, in which states are directed to coordinate the use of funds with Private Industry Councils (PICs), is the primary funding method. Direct federal involvement will be restricted to the enforcement of program regulations rather than direct program management.

The state governor will receive the grant and designate the service delivery areas within the state. In each delivery area, a council made up of representatives from industry (50%) with same number of members from education, labor and other public agencies, has almost total control over the program in that area. The council sets policy, establishes procedures, monitors activities, approves training plans and can even hire staff and incorporate itself. Suffice it to say that the themes and nature of training programs in the service delivery areas will be determined by the needs identified by industry representatives on the PICs.

The flow of the funds from the federal government to the local programs is shown in Figure 7.1.

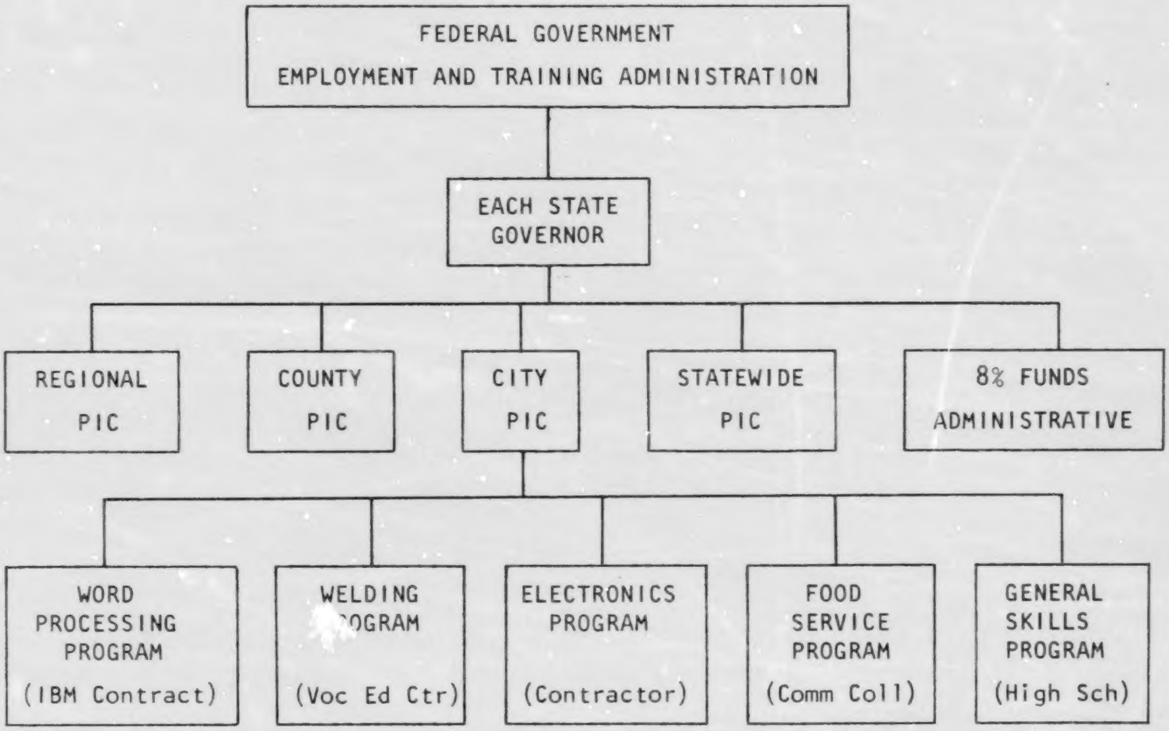
FEDERAL GOVERNMENT
EMPLOYMENT AND TRAINING ADMINISTRATION
EACH STATE GOVERNOR
REGIONAL PIC
COUNTY PIC
CITY PIC
STATEWIDE PIC
8% FUNDS ADMINISTRATIVE
WORD PROCESSING PROGRAM (IBM Contract)
WELDING PROGRAM (Voc Ed Ctr)
ELECTRONICS PROGRAM (Contractor)
FOOD SERVICE PROGRAM (Comm Coll)
GENERAL SKILLS PROGRAM (High Sch)

Figure 7.1 presents a view of JTPA from an overall organizational perspective.

From the viewpoint of educators seeking to be involved with the local specific training programs, the focus must be on the Private Industry Council because only these councils can authorize specific training. Programs are authorized through proposal approval, and subsequent inclusion in the two year Job Training Plan which PICs submit to the proposed program's initiation. This is to say that if a public school vocational program identifies a training need and a way to meet that need, the activity can be proposed to be included for funding in the local or regional PIC's Job Training Plan.

Allowable activities to be funded under JTPA are flexible except that the program is a training program and not a jobs-creation or incoming-providing bill. Training services and facilities should not duplicate available local services and facilities. The specific training objectives for programs are to be developed or approved by the PICs in light of the needs of clientele, including moderately retarded students, to be trained for employment or further vocational education.

Twenty-eight specific suggested activities are identified in Public Law 97-300. Services which may be made available to moderately retarded students with funds provided under this law may include, but need not be limited to:

1. Job search assistance.
2. Job counseling.
3. Remedial education and basic skills training.
4. Institutional skill training.
5. Vocational experience.
6. Education-to-work transition activities.
7. On-the-job training.
8. Work experience.
9. Outreach to make individuals aware of, and encourage the use of employment and training services.
10. Programs to develop work habits and other services to individuals to help them obtain and retain employment.

The clientele to be served include primarily the disadvantaged, especially jobless, school dropouts, and others identified by the PICs as needing training to overcome "barriers to employment." Although the two main groups to be served are young (16-22), unemployed dropouts and economically disadvantaged (unemployed) adults, moderately retarded students can benefit from special programs under JTPA.

According to Vocational Industrial Clubs of America, Inc., a local specific skill program organization might resemble a program such as the one depicted in Figure 7.2. This organizational chart shows a program director reporting directly to the PIC and supported by a staff. Together the director and staff are involved in PIC approved activities serving the targeted clientele.

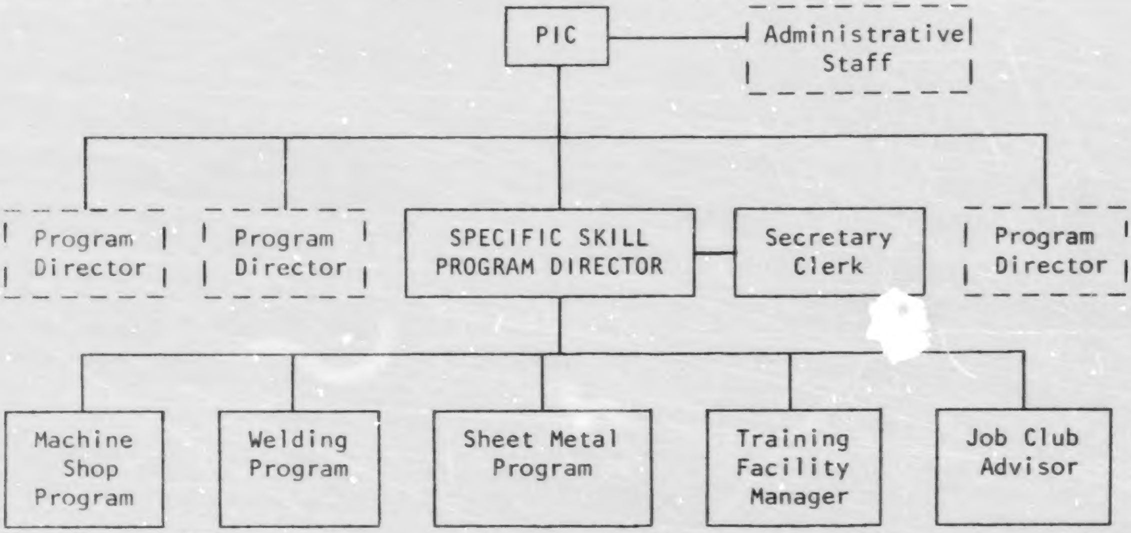
PIC
Administrative Staff
Program Director
Program Director
SPECIFIC SKILL PROGRAM DIRECTOR
Secretary Clerk
Program Director
Machine Shop Program
Welding Program
Sheet Metal Program
Training Facility Manager
Job Club Advisor

Figure 7.2 Model JPTA
Specific Skill Training Program

Another approach to a JTPA local specific program may teach remedial and basic skills, or simply help students develop good work habits such as punctuality, safety, and teamwork. Sometimes, such objectives are called job retention skills or employabilities skills. Figure 7.3 shows a model job retention skills program.

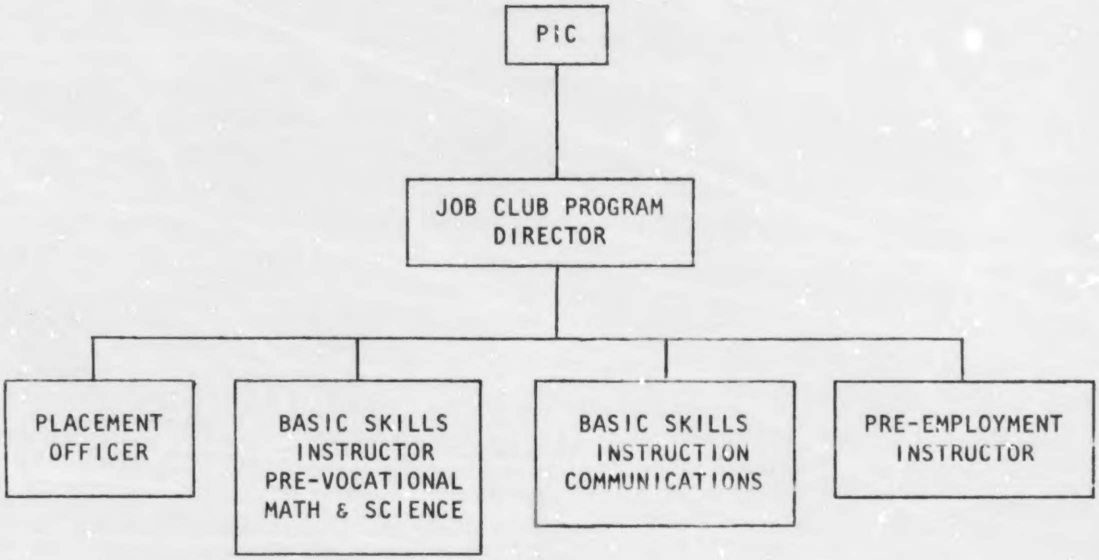
PIC
JOB CLUB PROGRAM DIRECTOR
PLACEMENT OFFICER
BASIC SKILLS INSTRUCTOR PRE-VOCATIONAL MATH & SCIENCE
BASIC SKILLS INSTRUCTION COMMUNICATIONS
PRE-EMPLOYMENT INSTRUCTOR

Figure 7.3 Model Job Retention Skills Program

Additional information about JTPA and opportunities for moderately retarded students under this act may be obtained by contacting:

Administrator, JTPA
Division of Employment
& Training Services
P.O. Box 7971
Madison, WI 53707

Job Service

Job Service is a division of the Wisconsin Department of Industry, Labor, and Human Relations (DILHR) and is responsible for providing employers with qualified workers and providing applicants with information regarding current employment opportunities. Services offered through the agency include:

1. Assessment of job placement potential.
2. Job counseling, guidance, and assessment of need.
3. Other service such as:
    a. Use of microfilmed job listing
    b. Testing
    c. Training programs
    d. Job development with employers
    e. Outside agency referral
    f. Referral to job openings
4. Services of a placement specialist who is experienced in working with mentally retarded applicants.

These services are provided through 20 district offices at the following locations:

1. Ashland District Job Service
220 3rd Avenue W.
Ashland, WI 54806

2. Eau Claire District Job Service
418 Wisconsin Street
Eau Claire, WI 54701

3. Fond du Lac District Job Service
349 N. Peters Avenue
Fond du Lac, WI 54935

4. Fox Valley District Job Service
1313 Midway Road
Menasha, WI 54952

5. Green Bay District Job Service
339 S. Jefferson Street
Green Bay, WI 54305

6. Janesville District Job Service
211 N. Parker Drive
Janesville, WI 53547

7. Kenosha District Job Service
1016 56th Street
Kenosha, WI 53141

8. LaCrosse District Job Service
508 5th Avenue S.
LaCrosse, WI 54601

9. Lancaster District Job Service
925 N. Madison Street
Lancaster, WI 53813

10. Madison District Job Service
206 N. Broom Street
Madison, WI 53707

11. Manitowoc District Job Service
1110 S. 9th Street
Manitowoc, WI 54220

12. Milwaukee Area Job Service
819 N. 6th Street
Milwaukee, WI 53203

13. Oshkosh District Job Service
215 Waugoo Avenue
Oshkosh, WI 54902

14. Racine District Job Service
618 6th Street
Racine, WI 53401

15. Rhinelander District Job Service
130 S. Stevens Street
Rhinelander, WI 54501

16. Sheboygan District Job Service
934 Michigan Avenue
Sheboygan, WI 53081

17. Superior District Job Service
1616 Tower Avenue
Superior, WI 54880

18. Watertown District Job Service
119 N. Third Street
Watertown, WI 53094

19. Wausau District Job Service
714 First Street
Wausau, WI 54401

20. Wisconsin Rapids District
Job Service
2821 8th Street S.
Wisconsin Rapids, WI 54494

Job Service also promotes equal employment in the State of Wisconsin - Civil Service jobs for persons with occupational handicaps. Special personnel procedures are used to assure that qualified handicapped persons are among the applicants considered for civil service positions. These procedures include:

1. Assistance in taking the examination.
2. Waiver of state civil service eligibility testing requirements.
3. Enrollment in training programs restricted to handicapped applicants.

For more information, contact:

Handicap Expanded Certification Unit
Mabel Smith, Director
Dept. of Employment Relations
149 E. Wilson St., 2nd Floor
Madison, WI 53702
Phone: (608) 266-0713
(608) 266-8500

Job Service serves all work-ready applicants including moderately retarded persons in areas of application, selection, and referral.

51.42/51.437 Boards

The combined 51.42/51.437 Boards, commonly referred to as Unified Services or Community Human Service Boards, and separate 51.437 Boards or Developmental Disabilities Boards were created by Wisconsin Statutes. These boards were designed to plan and contract for a wide variety of services for developmentally disabled persons who have a substantial handicap and are not eligible for or unable to benefit from other services. The Wisconsin Department of Health & Social Services defined "substantial handicap" to mean:

> ...a level of disability of such severity that, alone or in combination with social, legal, or economic constraints, it requires the provision of specialized services over an extended period of time directed toward the individual's emotional, social, personal, physical, or economic habilitation and rehabilitation.

These boards are generally organized on a single-county basis and are comprised of members who have been appointed by county boards for their demonstrated interest and expertise in mental illness, developmental disabilities, and/or chemical dependency. The following 16 service elements are identified in the Wisconsin Statutes as the responsibility of these boards:

1. Evaluation
2. Diagnostic
3. Treatment
4. Day Care
5. Training
6. Education
7. Sheltered Employment
8. Information and Referral
9. Counseling
10. Follow Along
11. Protective Services
12. Recreation
13. Transportation
14. Personal Care
15. Domicillary Care
16. Special Living Arrangements

Of these service elements, those most directly related to moderately retarded young adults seeking vocationally oriented training and employment are: evaluation, training, education, sheltered employment, and transportation.

Information about the location of these boards and description of their services is available through county offices of the Department of Health & Social Services.

Wisconsin Vocational, Technical & Adult Education System (VTAE)

The Wisconsin Vocational, Technical and Adult Education System (VTAE) is divided into 16 post-secondary school districts throughout the state. The primary function of the VTAE System is to provide training programs for persons who have either graduated or separated from a secondary school and who wish to develop salable vocational skills. The programs are generally classified as: Associate Degree Programs requiring successful completion of two years of accredited coursework, or Vocational Diploma Programs requiring successful completion of less than two years of non-accredited training. Each program includes specific vocational and related general education courses.

For moderately retarded students, Vocational Diploma Programs offer the greatest opportunity for success. Examples of such programs are:

1.	Carpentry	9 months
2.	Horticultural Aid	9 months
3.	Child Care Assistant	9 months
4.	Food Preparation Assistant	9 months
5.	Agricultural Buildings Service	9 months
6.	Business Machines - Duplicating	9 months

7.	Home Management Assistant	12 weeks
8.	Welding	9-18 months
9.	Printing	9-18 months
10.	Auto Mechanics	9-18 months

Although moderately retarded students may not complete all program objectives, they may successfully develop salable skills that can be documented for the purpose of employment placement. Some of the ways VTAE schools help mentally retarded students participate in vocational training programs are:

1. Develop courses specifically for mentally retarded and other handicapped persons. Examples of these courses are Pre-Vocational Skills, Vocational Exploration, Basic Job Skills and Remedial Education.
2. Modify program requirements to accommodate mentally retarded students. For example, require only those courses that specifically relate to the occupational skill being taught for a certificate of completion, adjust the number of skills taught to meet the individual student's needs, and employ simplified manuals and teaching techniques.
3. Provide educational support services to help mentally retarded students enter and complete a program. Examples of these services are Vocational Evaluation, Counseling, Tutoring, and Job Placement Assistance.

Special arrangements for mentally retarded students who are still enrolled in secondary schools may be explored by contacting the Administrator - Student Services at any of the following sixteen VTAE campuses:

1. Fox Valley VTAE Dist.
1825 N. Bluemound Drive
Appleton, WI 54911

2. Lakeshore VTAE Dist.
1290 North Avenue
Cleveland, WI 53015

3. District I VTAE
620 W. Clairemont Avenue
Eau Claire, WI 54701

4. Southwest Wisconsin VTAE Dist.
Bronson Blvd.
Fennimore, WI 53809

5. Moraine Park VTAE Dist.
235 N. National Avenue
Fond du Lac, WI 54935

6. Northwest Wisconsin VTAE Dist.
2740 W. Mason Street
Green Bay, WI 54303

7. Blackhawk VTAE Dist.
2228 Center Avenue
Janesville, WI 53545

8. Gateway VTAE Dist.
3520 30th Avenue
Kenosha, WI 53140

9. Western Wisconsin VTAE Dist.
Sixth and Vine Streets
LaCrosse, WI 54601

10. District IV VTAE
211 N. Carroll Street
Madison, WI 53701

11. Milwaukee Area VTAE Dist.
1015 N. Sixth Street
Milwaukee, WI 53203

12. Waukesha Co. Area VTAE Dist.
800 Main Street
Pewaukee, WI 53702

13. Nicolet VTAE District
P.O. Box 518
Rhinelander, WI 54501

14. Wisconsin Indianhead VTAE Dist.
P.O. Box B
Shell Lake, WI 54871

15. North Central VTAE Dist.
1000 Schofield Avenue
Wausau, WI 54001

16. Mid-State VTAE Dist.
500 32nd Street N.
Wisconsin Rapids, WI 54494

Supplemental Security Income (SSI)

Supplemental Security Income (SSI) is a federal income maintenance program which may serve as another avenue of financial assistance for moderately retarded persons. This federal program provides monthly cash payments to disabled people who have little or no income or resources. SSI payments are intended to supplement income from other services such as Social Security benefits.

Although the federal law does not require financial support by relatives, the eligibility of a person under 18 years old (21 years old if attending school) who lives at home may depend upon the parent's income, allowances for work, living expenses, and the number of other children living at home. A student who lives in a publicly operated community residence which serves no more than 16 people or who resides in a public institution to attend an approved educational or vocational training program may be eligible for Supplemental Security Income regardless of parent's income.

Inquiries about eligibility for SSI should be made at one of the following Social Security Offices in Wisconsin:

SOCIAL SECURITY OFFICES

P.O. Box 57
720 W. Parkway Blvd.
Appleton, WI 54912

P.O. Box 930
715 S. Barstow St.
Eau Claire, WI 54701

P.O. Box 1196
16 Guindon Blvd.
Fond du Lac, WI 54935

P.O. Box 1307
101 N. Webster
Green Bay, WI 54305

P.O. Box 729
203 W. Court St.,
Janesville, WI 53545

P.O. Box 549
5624 6th Avenue
Kenosha, WI 53141

P.O. Box 1784
425 State Street
LaCrosse, WI 54601

126 S. Madison St.
Lancaster, WI 53813

P.O. Box 4000
6502 Odanna Rd.
Madison, WI 53711

P.O. Box 1147
1212 Memorial Drive
Manitowoc, WI 54220

P.O. Box 377
1619 Golden Court
Marinette, WI 54143

East (South)
526 E. Michigan St.
Milwaukee, WI 53202

North
6414 W. Fond du Lac Ave.
Milwaukee, WI 53218

Mitchell (South)
1722 S. 13th St.
Milwaukee, WI 53204

South
6251 W. Forest Home Ave.
P.O. Box 20877
Milwaukee, WI 53220

Vliet Street (North)
2729 W. Vliet St.
Milwaukee, WI 53208

P.O. Box 800
304 S. Otter St.
Oshkosh, WI 54902

P.O. Box 370
1 North Main St.
Portage, WI 53901

4020 Durand Ave.
Racine, WI 53405

156 S. Stevens St.
P.O. Box 834
Rhinelander, WI 54501

1725 S. Main St.
Rice Lake, WI 54868

606 N. 9th St.
Sheboygan, WI 53081

P.O. Box 909
2929 Ogden Ave.
Superior, WI 54880

P.O. Box 338
716 N. Barstow St.
Waukesha, WI 53187

P.O. Box 1667
137 N. River Drive
Wausau, WI 54401

P.O. Box 757
420 Meadow Brook Drive
West Band, Wi 53095

930 Wood Ave.
Wisconsin Rapids, WI 54494

Supplemental Security Income provides financial assistance while preserving the personal dignity of the recipient.

HOW IS INTERAGENCY COOPERATION/COORDINATION ENCOURAGED?

In these days of changing state and federal priorities and decreasing financial resources, teachers and administrators are faced with modifying vocational programs and developing new programs for the moderately retarded student while maintaining their present level of educational services. Under such conditions, it is imperative that community agencies serving the moderately retarded students pool their resources and coordinate their efforts. Failure to do so results in one or more of the following conditions:

1. Unserved or underserved mentally retarded students who fall into the cracks between agency mandates.
2. Inefficient use of resources.
3. Poor or non-existent linkages between related services.
4. Inadequate referral network to help users locate the services they need.
5. Competition among organizations for these students and/or federal and state dollars.

The elimination of any of these conditions may provide the LEA with newly discovered avenues by which effective vocational education alternatives for moderately retarded students may be offered.

Though not presumed to be a panacea, coordinated collaboration among various community agencies may clarify the total needs of the moderately retarded student population and provide realistic alternatives by which those needs may be met. Through open communication and cooperative planning between these independently funded and administered agencies, many of the following improvements may be developed:

1. Sharing of organizational perspectives on the needs of moderately retarded students.
2. Sharing of information about services currently offered to students.
3. Identification of the most crucial unmet needs of students.
4. Identification of new programs or new linkages between existing programs that would meet these crucial student needs.
5. Identification and sharing of organizational resources which could be pooled to develop needed new programs.
6. Planning and implementation of new programs by key staff persons from organizations holding needed resources.
7. Development of long term collaborative relationships among these organizations to ensure continued community-wide efforts to identify needs and develop programs for moderately retarded students.

Since no one organization can be expected to have the resources, expertise, time, or energy to provide the gamut of services necessary to prepare the moderately retarded student for the work environment, collaboration among community agencies is a first step toward development of a comprehensive service delivery system for these students.

How is Interagency Collaboration Developed?

Successful collaborative planning and program development depend upon participating agencies understanding the conditions under which collaboration is most likely to flourish. Ferrini, Matthews, Foster, and Workman (1980) in their model of collaboration list the following conditions for successful development of interagency collaboration:

1. Collaboration Must Be Voluntary

   The decision to participate must be based on a clear understanding of the purpose for collaboration and sufficient commitment of time and resources to insure success.

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2. Collaboration Must Be Democratic

   Agencies must be involved as equal partners in the planning and implementation of programs which are mutually selected and developed. No one agency can be dominant, even if it has more resources, status, or political power than other agencies.

3. Collaboration Requires a Considerable Time Investment

   There must be time for participants to gather information about each other's programs and priorities, to develop mutual trust and respect, and to gain support for the collaborative effort from their agencies and from the community at large.

4. Collaboration Requires Overcoming Interagency Barriers

   Collaborators must be given the opportunity to overcome their agency differences. Among the major interagency barriers are:

   a. Organizational Autonomy: Agencies often find it initially difficult to mesh their own priorities and decision-making power with that of others.
   b. Singular Perspectives: Each agency has its own unique perspective about the moderately retarded student. It may be difficult at first for agencies to accommodate differing viewpoints.
   c. Differing Mandates and Procedures: While each agency has its own bureaucratic system, it is often not easy to respect the constraints under which other agencies must operate.
   d. Competing/Adversary Relationships: Competition for clients and funding, perceptions of agencies as evaluators or watchdogs, and past interagency frictions may affect current attempts at collaboration.

5. Collaboration Requires An Impartial Leader

   The assistance of an impartial facilitator is often necessary to encourage mutual understanding and to overcome interagency barriers.

6. Collaboration Requires Systematic Planning

   To develop a realistic and mutually acceptable plan for collaborative action, agencies must take clearly defined steps to consider a broad range of options, objectively analyze the relative strengths and weaknesses of these options, and then gradually build consensus for a detailed plan of action that all agencies involved can support.

In summary, interagency collaboration is developed through a voluntary democratic process which requires a solid time commitment from all participants. The process is led by an impartial facilitator who can help participants bridge their differences and systematically plan and implement a program which they can support.

What is Involved in Collaborative Planning?

According to Ferrini, Mathews, Foster, and Workman (1980), a collaborating planning effort requires:

1. An impartial facilitator who can help participants bridge their differences and systematically plan and implement a program which they can support.
2. A collaborative planning team representing organizations from four sectors of the community - public schools, government, handicapped service organizations, and business and industry.
3. An orientation of team members to the advantages of collaboration, the advantages of the collaborative planning process, and the commitment required of team members.
4. The development and implementation of a process by the planning team in improving vocationally oriented services for moderately retarded students in the community.

The impartial facilitator or team leader has primary responsibility for establishing and orienting an interagency planning team and leading team members through the planning process. Some of the qualities and skills necessary for this team leader role are:

1. Commitment to interagency collaboration as a means for improving services for moderately retarded students.
2. Knowledge of the community and a familiarity with the organizations having resources which could be pooled to serve moderately retarded students.
3. Ability to work with people who have different perspectives, values, and interactive styles.

A knowledgeable and dynamic leader is vital to the success of the planning effort.

The collaborative planning team should consist of eight members plus the leader. This allows for two representatives from each of the four sectors of the community which are likely to have distinct perspectives on the needs of moderately retarded students and resources to contribute to a collaborative effort to improve services for these students. Appropriate organizations in the four community sectors might include:

1. Educational Sector
    a. Public secondary school
    b. Regional vocational-technical school
    c. Cooperative educational service agency
2. Governmental Sector
    a. Vocational rehabilitation
    b. Employment services
    c. Social Security Administration
    d. Manpower programs (JTPA)
3. Handicapped Services Organizations Sector
    a. Association for Retarded Citizens
    b. United Cerebral Palsy Association
    c. Sheltered workshops
4. Business & Industry Sector
    a. One or two of the largest employers
    b. Chamber of Commerce
    c. National Alliance of Business
    d. Lions or Rotary Clubs

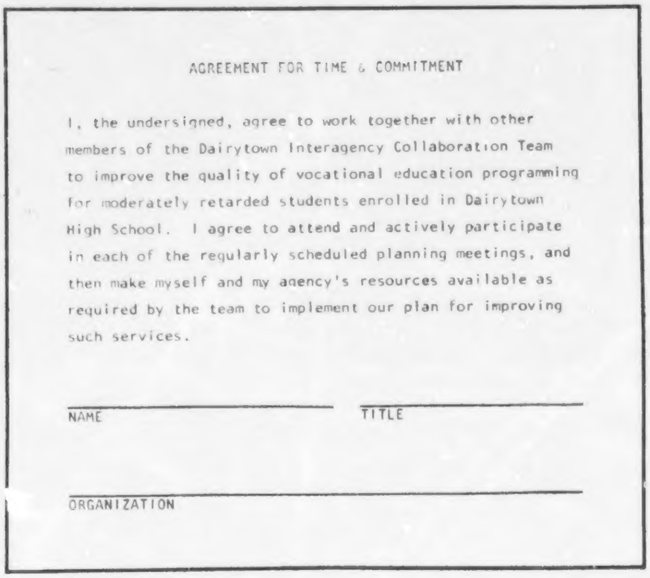
Recruitment of two organizational representatives from each sector insures a balance of perspectives. However, should this not be practical in a community, recruit one representative from one sector and three from another. Similarily, if it is not possible to recruit eight committee members, recruiting six or seven members certainly creates a viable team. A formal letter of invitation might be mailed prospective organizational representatives for their personal file and their supervisors' records.

In assembling the collaborative planning team, it is crucial to involve the right organizations and the right individuals. Identify the one organization from each of the four sectors having the most resources to contribute to moderately retarded students and/or providing the most services to this group. Recruit members from key organizations who have decision-making power within the organization, ability to commit resources of the organization, and commitment to the collaborative planning effort.

The orientation of team members to the work that lies ahead should be presented at the initial meeting and should emphasize the advantages of collaboration, the advantages of the collaborative planning process, and the commitment required of team members.

1. The Advantages of Collaboration. One essential premise of collaboration is that each participating organization has something to give to, and something to gain from, collaborating with other organizations. Other advantages of collaboration include: offering moderately retarded students a wider range of experiences; initiating, expanding and improving coordinating services; gaining access to more funding sources; and eliminating duplication of services.
2. The Advantages of the Collaborative Planning Process. The unique elements of the collaborative planning process will enhance the prospects of successful collaboration:
    a. The process is designed to overcome the turf barriers common in interagency planning.
    b. Key organizations from the community are involved and are represented largely by decision-makers.
    c. Open-ended planning allows for common priorities to emerge.
    d. An impartial team leader who works to insure that the values and perspectives of all individuals and organizations are heard and respected.
    e. Planning is focused on the pooling of available resources held by participating organizations.
    f. A committee team that will implement the plan that it develops.

3. The Commitment Required From Team Members. All prospective team members should understand the time commitment they will be making if they decide to join the team. They will be expected to attend team meetings and elicit support for the team's plan from the organization they represent and other organizations in the community. Team members might be asked to sign an Agreement for Time and Commitment similar to the modified sample agreement from Ferrini, Matthews, Foster, and Workman (1980) shown in Figure 7.4.



AGREEMENT FOR TIME & COMMITMENT

I, the undersigned, agree to work together with other members of the Dairytown Interagency Collaboration Team to improve the quality of vocational education programming for moderately retarded students enrolled in Dairytown High School. I agree to attend and actively participate in each of the regularly scheduled planning meetings, and then make myself and my agency's resources available as required by the team to implement our plan for improving such services.

NAME ____________________ TITLE ____________________

ORGANIZATION ____________________

Figure 7.4 Sample Agreement for Time and Commitment

One approach to the development and implementation of a program for use by the planning team is described by Ferrini, Matthews, Foster, and Workman (1980). They propose a three-stage approach to developing a viable plan that all team members can support and carry out. Each stage is designed to help define what the team must do to actualize the plan or program.

1. In Stage One, the team is to select one major "program" upon which to focus their efforts. For instance, the team may choose to develop a work adjustment program for moderately retarded students. The program selected in Stage One is to be the only program that the team focuses upon in Stages Two and Three. However, other programs may be developed at a future date.

2. In Stage Two, the team selects one "strategy" or major approach to carry out the chosen program. For instance, as an initial strategy for addressing the chosen program, the team may decide to develop workshops for special and vocational teachers about work adjustment skills. This will be the one strategy that the team works on in Stage Three.
3. In Stage Three, the team selects the major "tasks" that the team will carry out in order to implement the strategy chosen in Stage Two. For instance, the team may decide to plan the specific content and structure of the workshops, recruit employers to conduct the workshops, recruit workshop participants, and so on. The team will also decide who will perform these tasks, which resources will be used, and when the tasks will be completed.

By the end of Stage Three, the team will have developed and committed itself to implementing a specific plan or program. This action will enable the team to take its first step toward improving vocationally oriented services for moderately retarded students in the community.

In the future, this collaborative planning process can be used to plan additional strategies which build upon their first strategy or to plan new programs. Once the team reaches agreement about which strategy should be planned next, the team can repeat the three-stage planning process. Having successfully planned and implemented strategies to improve local vocationally oriented programming, the team will have created a momentum upon which to build future collaborative efforts. Dr. Lloyd Tindall and Associates (1982) have recently completed research on strategies for developing effective linkages between agencies serving handicapped persons. The reader is encouraged to review this resource.

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SECTION 8

APPENDIX:

GLOSSARY OF SPECIAL AND VOCATIONAL TERMS

ACRONYMS, ABBREVIATIONS AND INITIALS

HERBERT J. GROVER, STATE SUPERINTENDENT
WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

HANDBOOK FOR EDUCATORS INVOLVED IN VOCATIONALLY ORIENTED PROGRAMMING FOR MODERATELY RETARDED ADOLESCENTS

SECTION 8

APPENDIX:
GLOSSARY OF SPECIAL AND VOCATIONAL TERMS ACRONYMS, ABBREVIATIONS, AND INITIALS

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This project was performed pursuant to a grant of contract with the Wisconsin Department of Public Instruction, Bureau for Vocational Education, Madison, Wisconsin. Contractors undertaking such projects were encouraged to express freely their professional judgment in the development of the project. Points of view or opinions stated, therefore, do not necessarily represent official Department of Public Instruction policy.

The Department of Public Instruction (DPI) does not discriminate on the basis of race, sex, age, religion, handicap, or national origin. The responsibility for civil rights technical assistance to local school districts is that of the Office of Equal Educational Opportunities at the Department of Public Instruction. The Vocational Equity Coordinator in the Bureau for Vocational Education, DPI, can provide technical assistance to local districts in the area of equity in vocational programming.

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GLOSSARY OF SPECIAL AND VOCATIONAL TERMS

The glossary contains terms that are widely used in vocational or occupational education programming for students with exceptional educational needs. Terms and their definitions were selected to help meet the needs of special and vocational educators, moderately retarded students, and the students' parents.

An attempt was made to provide the reader with a basic set of terms in this area. Undoubtedly, many terms may have been omitted through lack of awareness or oversight. The author apologizes for any such omissions. Similarities between the definitions herein and those in other sources are coincidental and sincerely without intent.

Although the reader may be familiar with many of these terms, a review of the glossary may help in avoiding unnecessary disagreement, confusion, and misunderstanding. The reader is encouraged to go beyond the material contained in this glossary and pursue areas or topics of personal interest in more depth.

DEFINITION OF TERMS ASSOCIATED WITH SPECIAL & VOCATIONAL EDUCATION PROGRAMMING

Achievement Test	Tests (academic or vocational) designed to measure the knowledge acquired through participation in a formal learning situation. Tests are administered after training unit is completed.
Adaptive Behavior	The effectiveness or degree with which the individual meets the standard of personal independence and social responsibility expected of his age and cultural group.
Adjustment	Consists of the psychological process by means of which the individual manages or copes with various demands or pressures.
Adult Basic Education (ABE)	Courses offered to adults (16 years of age of older) not currently enrolled in high school, which provide individualized instruction for mastery of basic skills in reading, writing, spelling, and mathematics. Other offerings may include career education, government, basic science, consumer economics, health and family relations, and various daily living skills.
Advisory Committee	A group of qualified, interested people selected by the local educational agency administration to advise on the program. The committee serves as a sounding board and resource for planning and operating a specific program. The committee may be asked advice on public relations, curriculum content, equipment, student selection, evaluation of program, and may assist in various activities.
Age Equivalence	In substance similar to grade equivalence, the difference being in the fact that the basis for grouping the scores substitutes age for grade.
Agriculture Education	A training program to develop skills, aptitudes, work habits, and appreciation of agriculturally related occupations.
Aide	A paraprofessional whose function is to assist the instructor (special or vocational) in various portions of the course/program offerings.

Ancillage Services	Support services provided in conjunction with regular or special education programs in response to the individual needs of the student. Such services may include transportation, speech/hearing therapy, occupational therapy, physical therapy, etc.
Aptitude Test	Tests (academic or vocational) designed to predict a student's ability to succeed in courses (i.e., geometry, chemistry, music) or in specific jobs (electrician, mechanic, stenographer).
Articulation	The formal process by which schools (middle/secondary, secondary/post-secondary, etc.) work together to eliminate wasteful repetition or gaps in training programs which may hinder students making a smooth transition from one program to another. Such transition may be horizontal, entering a different vocational cluster at approximately the same skill level; or verticle, entering a program within the same vocational cluster offering more advanced skill training.
Behavioral Management (Modification)	A method of bringing about positive change in behavior by means of reward to the individual and/or management of the environment.
Building Trades	A vocational cluster based upon occupations in the construction industry including carpentry, masonry, plumbing, electrical trades, etc.
Business Education (Business & Office)	A vocational cluster based upon business and office occupations including clerical, secretarial, data processing, word processing, accounting, business enterprise, etc.
Capstone	The final course in a sequence, generally a Senior-year offering, which leads to the development of employable skills, attitudes, and knowledges. The Capstone course may lead students into post-high school, vocational technical programs where career objectives require training beyond high school. Students enrolled in a Capstone course must have recorded a career objective.
Career Education	A K-12 program for all students which infuses basic concepts of career exploration, planning, preparation, and placement into school curriculum. It exposes students to a variety

Career Education (Cont.)	of occupational opportunities. Career education is not a single entity unto itself, but rather an educational philosophy which may be incorporated into a variety of course offerings.
Career Exploration	A major component in the total career education philosophy, which utilizes active, hands-on participation in activities which clearly represent a single occupational endeavor, or group of occupational endeavors.
Career Objective	A student statement of interest in ultimately seeking employment in a specific occupation upon completion of a clearly defined on-the-job training program, or formal vocational education classes at the secondary or post-secondary level. Establishment of a definite 'career objective' is an integral part of the Capstone Program.
Casual Employment	Employment which is on an irregular or intermittent basis for not more than 15 hours per week for any one employer. This applies to the following: babysitting, mowing lawns, raking leaves, shoveling snow, or other similar odd jobs.
Competency Based Education (CBE)	A system of education where students' progress through a course/program is based upon their acquisition of previously specified skills and knowledges, as indicated through performance based evaluation.
Conceptualization	The act of forming an abstract or generic idea based on the grouping of a number of independent phenomena or instances on the basis of attributes or significant traits.
Confidentiality	Relating to the assurance that any personal information contained in a student's Case History or Cumulative Folder will not be released to any person, institution, or agency without the expressed consent of the parent and/or student (if appropriate).
Consumer and Homemaking Education	Designed to help individuals and families improve home environments and the quality of personal and family living. Programs may include instruction in management of resources with emphasis on selection, use and care of goods and services, budgeting and other consumer responsibilities; family relations, food and nutrition, child development, clothing and housing.

Co-op	Cooperative Education - a method of teaching in which students enroll in a 'Capstone Course' for one or more hours per day and are placed at training stations (frequently off-campus) for instruction related to their career objectives and their classroom instruction. Students are rotated through a series of planned, meaningful job experiences following a training agreement signed by the employer, the school, the parents, and the student. Students are paid for their work, evaluated based on performance, and given school credit. The 'cooperative' agreement is between the school and employer.
Designated Vocational Instructor	A staff person whose role is to provide direct supportive instructional services to special education students enrolled in vocational education courses and the involved vocational instructors, through fostering communications between special and vocational educators and other support staff.
Diagnosis	Evaluation - a procedure by which an individual's needs are assessed or identified and a plan of action is established in response to the conditions identified. Areas of investigation may be pursued through review of: social history, physical examination, neurological examination, psychological examination, hearing examination, vision examination, speech examination, and educational examination.
Disadvantaged	Individuals who have academic, socio-economic, cultural or other handicaps that prevent them from succeeding in regular vocational education programs designed for persons without such handicaps, and who for that reason require specially designed educational programs and/or related services for them to benefit from a vocational education or consumer and homemaking education program. These persons' needs may also arise from a poverty condition, neglect, delinquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons unless such persons also suffer from any of the handicaps described in this paragraph.

Discrimination	The process by which two stimuli differing in some aspect are responded to differently. Prejudiced or prejudicial outlook, action, or treatment toward individuals based on inappropriate attention to personal characteristics such as: race, religion, sex, handicapping condition, etc. See: Non-Discriminatory Testing.
Distributive Education (DE)	Vocational education programs concerned with the delivery of services and the movement of goods from the source of production to the point of consumption. Specialization within the Distributive Education field may include "marketing, transportation, advertising, financing, wholesaling, displaying, retailing", etc.
Due Process	A clearly established legal procedure by which the parent and/or child may challenge the actions of the State Education Agency (SEA) or Local Education Agency (LEA) with regard to any facet of the educational program currently offered, or prescribed, for the child (i.e., student evaluation, IEP, placement).
Educable Mentally Retarded (Handicapped) (EMR)	One who, because of subnormal mental development, is unable to profit sufficiently from the program of the regular elementary school, but who is considered to have potentialities for development in three areas: (1) educability in academic subjects of the school at a minimum level, (2) educability in social adjustment to a point where he can get along independently in the community, and (3) minimal occupational adequacies to such a degree that he can later support himself partially or totally at the adult level.
Entry Level Skills	The basic vocational skills required for initial employment in a given occupation; not those of a skilled worker, but of one who will require additional education and/or on-the-job training for advancement. Similarly, the term may also apply to those basic vocational skills required for admittance into a specific vocational training course or program, thus ensuring a learning experience that is appropriate for the student's present educational needs.

Epilepsy	The word epilepsy means only that a person has seizures. A seizure is caused by a sudden abnormal and excessive discharge of electricity from the brain. As a result, the arms and legs may shake, there may be staring spells or other symptoms with or without loss of consciousness. Epilepsy is not a contagious disease.
Exploratory Courses	Broadly based courses at the beginning of an educational program which provides students with a wide variety of 'hands-on' learning experiences generally representing occupational clusters such as: manufacturing, communications, health occupations, etc. Such courses are generally offered early in the Capstone program/sequence.
Fine Motor Skills	The ability to use small muscles to perform tasks. Not only significant for the development of manipulative skills for the purposes of vocational and daily living activities, but also a necessary component for communication through writing, or finger spelling for the hearing/speech impaired.
Free Appropriate Education	The provision of education and related services at public expense, under public supervision and direction, without charge to the handicapped persons, or their parents or guardians, in accordance with an Individualized Education Program, except for those incidental fees generally imposed on non-handicapped persons, their parents, or guardians.
Fully Employed	A situation where an individual is employed in a position that is commensurate with his/her vocational skill level, and occupational interest(s), and that provides adequate remuneration to satisfy personal socio-economic needs.
Gainful Employment	Includes employment in the competitive labor market, self-employment, or sheltered employment by which the worker receives compensation (monetary or other) for labor, goods, or services provided by the individual.
General Education Development (GED)	GED (abbreviation for 'General Educational Development Testing Service'). The service is designed to test the academic achievement levels for adults who have not received their formal high school diploma. Through

General Education Development (GED) (Cont.)	satisfactory completion, adults will be awarded a high school equivalency certificate which is equal to a high school diploma. The test is administered for a minimal fee with subtests in English, Social Studies, Science, Literature, and Mathematics.
Grand Mal Seizure	A major motor seizure in which the individual loses consciousness, falls, and undergoes a short period of muscle rigidity followed by involuntary muscle contractions. See Epilepsy.
Gross Motor Skills	The involvement of groups of large muscles to perform such activities as: walking, lifting, stooping, climbing, etc., for daily living or work related purposes.
Guardianship - Limited	A provision within the Wisconsin Statutes that permits certain rights of an individual to be assigned to another person due to the formal establishment of said individual's incompetence to attend to specific tasks or decisions. This is established through a court action to substantiate that an individual is incapable of managing his/her property or properly caring for themself. Merely being labeled handicapped does not constitute the award of a limited guardianship.
Halfway House	A facility designed primarily to provide a bridge between a residential facility or foster home and the community. It offers living arrangements for the retarded person who has demonstrated a certain amount of independence, but may eventually move into independent living. It can provide short term placement as a means of determining readiness for independent living. Residents may work in the community, care for themselves and their quarters, but are assured assistance in budgeting money and personalized supervision and counseling as the need arises.
Handicapped	Means mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health-impaired persons who by reason of their handicapping condition have difficulty succeeding in a regular vocational or consumer and homemaking education program

Handicapped (Cont.)	without special educational assistance or who require a modified vocational or consumer and homemaking education program.
Handicapped Children	Those children evaluated as being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or as having specific learning disabilities who because of those impairments need special education and related services.
Hazardous Employment	Employment and places of employment deemed to be dangerous or prejudicial to the life, health, safety, and/or welfare of minors under ages specified, other employees, or persons frequenting the work site. Employment of minors under such conditions is generally prohibited, though certain exceptions may be made in conjunction with the Department of Labor guidelines for supervised occupational training programs.
Health Occupations (HO)	Educational programs centered around careers in the health care and related services vocational cluster. Programs at the secondary level are usually exploratory in nature and often include observations and/or volunteer work experience by students. Areas may include medical nursing, dental assistants, physical therapy, occupational therapy, medical laboratory, etc. Employment in these fields generally requires specialized training beyond high school.
Home Economics	An educational program with emphasis in six general areas: foods and nutrition, clothing and textiles, personal and family relations, child care and growth, housing and interiors, and consumer education (economics).
Hyperactive	A higher degree of inappropriate motor activity than is considered appropriate for a particular age group.
Hypoactive	A condition exhibited by very slow, lacking, or sluggish activity when moving or working.
Individualized Education Program (IEP)	Means a written statement for each handicapped child developed in any meeting by a representative of the local education agency or an intermediate educational unit who shall be qualified to provide, or supervise the

Individualized Education Program (IEP) (Cont.)	provision of, specially designed instruction to meet the unique needs of handicapped children, the teacher, the parent or guardian of such child, and whenever appropriate, such child, which statement shall include: (1) a statement of the present levels of education performance of such child, (2) a statement of annual goals, including short-term instructional objectives, (3) a statement of the specific educational services to be provided to such child, and the extent to which such child will be able to participate in regular education programs, (4) the projected date for initiation and anticipated duration of such services, and (5) appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.
Industrial Arts (IA)	Includes those phases of general education that deals with industry - its organization, materials, occupations, processes, and products - and with the problems resulting from the industrial and technological nature of society.
Industrial Education (IE)	A broad term used to designate various types of education of an industrial nature, such as: trade and industrial education, industrial arts, industrial-technical education and apprenticeship in both public and private schools.
Integration	In the context of special education, a term referring to the placement of handicapped children in educational programs that also serve non-handicapped children. See mainstreaming and contrast term segregation.
Intelligence Test	The measurement of the aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment.
Interest Inventory	A test or scale designed to access an individual's preferences for certain activities. Frequently used in planning of future occupational careers.
Intermediate Education Unit	Any agency, supervised by the state education agency, providing free public special education and related services on a regional basis within a state.

Itinerant Teacher	A specialist teacher who travels to designated schools or some central location to assist children directly via diagnostic procedures, teaching activities, and consultation with students, parents, and other teaching staff.
Job Analysis	A systematic method of identifying the various components of a particular occupation, and breaking them down into varying levels of complexity: Job is a group of position which are identical with respect to their major or significant tasks and sufficiently alike to justify their being governed by a single analysis. There may be one or many persons employed in the same job. Position is a collection of tasks constituting the total work assignment of a single worker. There are as many positions as there are workers in the country. Task is one or more elements and is one of the distinct activities that constitute logical and necessary steps in the performance of work by the worker. A task is created whenever human effort, physical or mental, is exerted to accomplish a specific purpose. Element is the smallest step into which it is practicable to subdivide any work activity without analyzing separate motions, movements, and mental processes involved.
Job Bank	A listing of various jobs, including specific qualifications needed, skills required, any age or insurance limitations, geographical location, amount of previous training, etc. A job bank usually is established by a vocational teacher and can be a valuable tool in the provision of a handy, updated reference source for matching students with specific job stations. Similar employment information is available through the local Job Service offices.
Job Cluster	Related occupations grouped on the basis of similar job requirements, such as, specific duties of the job, materials and equipment

Job Cluster (Cont.)	used, and skill, knowledge, and worker characteristics required.
Job Ladder	A listing of potential employment opportunities within the local community. Jobs should be grouped into cluster and arranged according to the level of skills required. Dictionary of Occupational Titles Worker Trait Group coding is helpful.
Job Seeking Skills	Those skills that enable a person to seek out job vacancies and apply for them. Includes knowledge of where to find information about job openings, how to fill out an application, how to take employment tests, how to handle a job interview, etc.
Least Restrictive Environment	The assurance that, to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and that special classes, separate schooling or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
Local Long Range Plan (LLRP)	A written set of goals and objectives for a school district, formally approved by the school board and staff. The elements of the plan are: goals and objectives description of current conditions and facilities resources necessary to reach stated goals and objectives methods by which the resources will be obtained, and goals and objectives reached.
Local Vocational Education Coordinator (LVEC)	A qualified vocational education staff member who has overall responsibilities for a vocational education program at the secondary level. This person works with all departments relating to the vocational education program, conducts or assists in inservice programs, helps establish and utilize steering or advisory committees, maintains liaison with community resources including Job Service, vocational/technical schools' labor and employer groups.

Mainstreaming	A term which originated prior to P.L. 94-142, Education for All Handicapped Children Act of 1975, alluding to temporal, instructional and social integration of persons with exceptional needs with their peers, based on individualized evaluation of those needs, the determination of necessary intervention and supplemental services, and the ongoing management of the program prescribed by appropriate personnel.
Mental Retardation (MR)	Significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior, and manifested during the developmental period. (1) Mild mental retardation, a term used to describe the degree of mental retardation present when intelligence testing scores range more than 2 and up to 3 standard deviations below the norm (52 to 67 on the Stanford-Binet and 55 to 69 on the Wechsler Scales); many educable retarded individuals function at this level; such children usually can master basic academic skills while adults at this level may maintain themselves independently or semi-independently in the community. (2) Moderate mental retardation, a term used to describe the degree of mental retardation when intelligence testing scores range more than 3 and up to 4 standard deviations below the norm (36 to 51 on the Stanford-Binet and 40 to 54 on the Wechsler Scales); many trainable individuals function at this level; such persons usually can learn self-help, communication, social and simple occupational skills but only limited academic or vocational skills. (3) Severe mental retardation, a term used to describe the degree of mental retardation when intelligence testing scores range more than 4 and up to 5 standard deviations below the norm (20 to 35 on the Stanford-Binet and 25 to 39 on the Wechsler Scales (extrapolated)); such persons require continuing and close supervision but may perform self-help and simple work tasks under supervision, sometimes called dependent retarded.

Mental Retardation (MR) (Cont.)	(4) Profound mental retardation, a term used to describe the degree of mental retardation present when intelligence testing scores are more than 5 standard deviations below the norm (19 and below on the Stanford-Binet and 24 and below on the Wechsler Scales (extrapolated)): such persons may be able to perform simple self-help tasks; profoundly retarded persons often have other handicaps and require total life support systems for maintenance.
Moderately Retarded	See Mental Retardation.
Motor Skills--Fine	The ability to use small muscles to perform tasks. Not only significant for the development of manipulative skills for the purposes of vocational and daily living activities, but also a necessary component for communication through writing, or finger spelling for the hearing/speech impaired.
Motor Skills--Gross	The involvement of groups of large muscles to perform such activities as: walking, lifting, stooping, climbing, etc., for daily living or work related purposes.
Multi-Disciplinary Team (M-Team)	A committee representing various professional areas of expertise established to determine if a child has a mental, learning, emotional, or physical handicap; to determine the extent of the disability and/or handicapping condition of the child; to determine if the handicapping condition(s) requires special educational services to supplement or to replace regular education and therefore that the child has Exceptional Education Needs; and to provide a foundation on which the annual goals and long term objectives of the M-Team can be met. These goals and objectives are then passed on to the education professional responsible for the writing of the Individualized Education Program.
Multi-Handicapped	Means concomitant impairments (such as mentally retarded-blind or mentally retarded-orthopedically impaired), the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind children.

Non-Discriminatory Testing	Evaluation instruments/procedures administered for the purposes of special needs assessment and/or placement of the handicapped individual which are not racially or culturally discriminatory and are provided in that person's native language or mode of communication. Further, no single procedure/instrument shall be the sole criterion for determining an appropriate educational program or placement for the individual.
Norms	A single value/score or range of values/scores constituting the usual performance of a given group on a standardized test instrument or activity. A standard of expected achievement as represented by the performance of specific reference groups frequently stated with reference to the arithmetic average or median.
Normalization	Within the realm of free appropriate public education, it refers to placement of the EEN student in the least restrictive environment for the purpose of developing a familiarity with educational and social conditions as culturally normative as possible.
Occupational Cluster	See Job Cluster.
Occupational Group Arrangement	The first three digits of the nine digit occupational code found in the Dictionary of Occupational Titles - Fourth Edition (DOT), indicates the location/classification of a particular occupation within the World of Work. All occupations are clustered into one of nine broad categories (first digit), such as professional, technical and managerial, or clerical and sales occupations. These categories break up into 82 occupationally specific divisions (first two digits), such as occupations in architecture and engineering within the professional category, or stenography. typing, filing and related occupations in the clerical and sales category. Divisions, in turn, separate into small homogeneous groups (first three digits) - 559 such groups are identified in the DOT.
Occupational Safety & Health Act P.L. 91-596 (OSHA)	Federal legislation administered by the U.S. Department of Labor and the Wisconsin Department of Industry, Labor & Human Relations which intends to assure so far as possible every

Occupational Safety & Health Act P.L. 91-596 (OSHA)	man and woman in the nation safe and healthful working conditions and to preserve our human resources. The regulations are very specific as to the various safety precautions which an employer must provide.
Occupational Therapy (Therapist) (OT)	A treatment of disorders by giving a patient purposeful work assignments. In certain surgical cases, the work is designed to exercise specific muscles, but the more usual purpose is to cultivate a healthier frame of mind.
On-The-Job Training (OJT)	A training procedure where the individual receives on-site instruction from the employer to develop job specific skills while working for the employer. No school credit, supervision, or coordination is necessarily connected with this type of training program, as it may occur at any point in the individual's employment experience.
Orthopedically Handicapped	A condition by which a person has limited function of the limbs and limited mobility generally caused by varying degrees of paralysis, physical deformity, or amputation of such body members.
Perceptual Motor	The perceptual motor process includes input (sensory or perceptual activities) and output (motor or muscular activities). A division of the two is impossible, for anything that happens to one area automatically affects the other. Any total activity includes input, integration, output, and feedback.
Personality Assessment	Procedures by which various traits or characteristics of a person's personality are identified, measured, grouped, and/or classified through the administration of standardized test instruments.
Petit Mal Seizure	A seizure characterized by brief lapses in or clouding of consciousness; these occur more often than Grand Mal Seizures. See Epilepsy.
Physical Therapy (Therapist) (PT)	Treatment of a preventative or corrective nature provided or prescribed by a licensed therapist or aide in the general area of existing or anticipated motor performance deficiencies.

Physically Handicapped (PH)	One who has some physical defect such as affection of the joints or bones, disturbances of the neuromuscular mechanism, congenital deformities, cardiac condition, spastic and other acquired deformities. Such physical defects, organic diseases or conditions may hinder the childs' achievement of normal growth and development.
Practical Arts Education	A type of functional education predominately manipulative in nature that provides learning experiences in leisure-time interests, consumer knowledge, creative expression, family living, manual skills, technological development, and similar outcomes of value.
Prevocational Education	Includes a variety of programs, services, or activities designed to provide persons with orientation, awareness, guidance, exploration, and instruction to assist them in making meaningful career decisions and planning an appropriate vocational education program thereby enabling progress toward a specific occupational goal.
Procedural Safeguards	A section of P.L. 94-142 which "assures that handicapped children and their parents or guardians are guaranteed procedural safeguards with respect to the provision of free appropriate public education..." through the right to examine all relevant personal records of the child, to receive prior notice of program change, or to appeal through a procedure clearly established by the State, any part of the child's evaluation, placement, program plan, or delivery of services.
Profound Mental Retardation	See Mental Retardation.
Program Completers	Students who successfully participate in a series of prescribed learning activities and meet the associated behavioral or learning objectives in accordance with their individualized educational plan or similar vocational training program.
Program Evaluation	Within the context of the Individualized Education Program, an evaluation of the appropriateness of the written document, including goals, objectives, and services including the actual procedure for implementing the program.

Program Leavers	Means a student who has been enrolled in and has attended a program of vocational education (which is part of a planned sequence of courses, services or activities designed to meet an occupational objective and which purports to teach entry-level job skills) and has left the program without completing it. These persons include those who leave the program voluntarily before its formal completion because they have acquired sufficient entry-level job skills to work in the field, and who have taken a job related to their field of training; and other persons who have terminated for reasons not previously mentioned other than those who have enrolled or continued enrollment in another program of vocational education.
Program Levels	Indicate the sophistication or advancement of the program in terms of the chronological age range of the students, or the school grade level.
Psychometric Instruments (Testing)	Tools which measure correlative mental functioning of a cognitive, psychomotor, or affective nature purported to be important to specific job performance, utilizing abstract tasks, usually of a paper and pencil nature.
Public Service Employment (PSE)	A federally funded program through the Concentrated Employment and Training Act (CETA) whereby unemployed people are provided employment in public or non-profit institutions in anticipation of permanent employment.
Rehabilitation	The process of assisting an individual who has suffered some form of disability or who is considered "deviant" by some cultural norm to return to a normal, or as near normal as possible, life status. Usually involves education and retraining and may include vocational, physical, and psychological interventions.
Related Services	Transportation, and such developmental, corrective, and other supportive services, (including speech pathology and audiology, psychological services, physical and occupational therapy, recreation, and medical and counseling services, except that such medical services shall be for

Related Services (Cont.)	diagnostic and evaluation purposes only) as may be required to assist a handicapped child to benefit from special education, and includes the early identification and assessment of handicapping conditions in children. Same as Supportive Services.
Related Services Federal	The term 'related services' means transportation and such development, corrective and other supportive services, including speech pathology and audiology, psychological services, physical and occupational therapy, recreation, and medical and counseling services (except that such medical services shall be for diagnostic and evaluation purposes only), as may be required to assist a handicapped child to benefit from special education, and includes identification and assessment of handicapped conditions in children.
Related Services Wisconsin	Supportive services means those services provided by certified school psychologists and social workers, school nurses, guidance counselors and physical and occupational therapists with medical prescription. Other supportive services may include assessment, counseling, health education, screen and first aid services. Related services means transportation services and others designated by the superintendent.
Resource Room	A resource room program is a special education program type located in a regular school, where the teacher provides for instruction in specific skill areas and the children with EEN enrolled in this program are integrated into the regular academic programs. The resource room teacher provides consulting services (section 115.83 (1) (b), Wis. Stats.) and provides supplemental curriculum to the regular education program and regular education staff. This program type provides for a minimum control of the educational and environmental intervention variables and operates 5 days a week on a full-time or part-time basis.
Segregation	See Self-Contained Complete.
Self-Contained	Refers to separate programs or services which are specially designed for handicapped and/or disadvantaged students utilizing classrooms, laboratories, or shops.

Self-Contained Complete	A self-contained complete program is an educational program type operated by the public school which serves students with EEN in all instructional areas. This program type provides for maximum control of the educational and environmental intervention variables and is designed to serve children with severe EEN.
Self-Contained Integrated	A self-contained integrated program is a special education program type located in a regular or special school which serves students with EEN in the majority of instructional areas, but in which individual pupils are integrated into other regular, or special, or both education programs. The teacher of the self-contained program type provides consulting services (section 115.83 (1) (b), Wis. Stats.) to regular education personnel, or special education personnel, or both. This program type provides for control of the educational and environmental intervention variables based on the individual child's needs. The program operates 5 days a week on a full-time basis.
Sequence Course	A course or group of courses which lead to the development of employable skills, attitudes, and worker characteristics found in a formally designed 'Capstone Program'.
Severe Mental Retardation	See Mental Retardation.
Sheltered Workshop	A charitable organization or institution conducted not for profit, but for the purpose of carrying out a recognized program of rehabilitation for handicapped workers providing such individuals with remunerative employment or other occupational rehabilitating activity of an educational or therapeutic nature.
Sheltered Workshop Training Program	A program of not more than 12 months duration designed to (1) develop the patterns of behavior which will help a client adjust to a work environment, or (2) teach the skills and knowledge related to a specific occupational objective of a family member, and which meets the Department of Health and Social Services, Division of Vocational Rehabilitation or equivalent standards.

Simulation	A method of vocational instruction where actual job oriented tasks are replicated within the classroom or school laboratory (with possible involvement outside, depending on the nature of the vocational subject). Classes involving this type of educational activity, generally meet for at least two or more successive class periods per day.
Situational Assessment	A vocational evaluation technique based on observations of individuals in actual or simulated work situations. The primary purpose is to record observations of behaviors critical to specific and/or general work environments, i.e., interaction with co-workers, interaction with supervisors, accuracy of work, frustration, tolerance, attentiveness, etc.
Social Skills	Interaction among people, generally broken down into a progression of skill levels ranging from: *recognition* or appropriate time and place for social interaction, *initiating* the actual interaction with others, *receiving* and acting upon requests from others for interaction, *sustaining* interaction with another party, and *terminating* interactions in an appropriate manner when they are no longer purposeful.
Special Education	Specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions.
Student Learner	Describes a student who is receiving instruction in an accredited school, college or university and who is employed on a part-time basis, pursuant to a bona fide vocational training program.
Student Trainee	Describes an individual who is formally enrolled in a bona fide program of education and/or training provided at the actual job site.

Subminimum Wage (License)	A license issued to an employer to permit the employment of individual employees at a lesser hourly wage than prescribed by law. Such licensure will cover only those workers whose level of productivity prevents them from earning the minimum wage, or those who are student learners. The rate paid must be commensurate with the worker's ability and productivity.
Supportive Services	See Ancillary Services.
Task Analysis	A systematic method of identifying the various elements of a task (part of the graduated breakdown of a particular occupation: job, position, task, element) and reviewing their logical relationship to each other. See Job Analysis.
Termination	A dismissal process from an exceptional education need program on the basis of the student's ability to sufficiently benefit by and participate with the peer group in the regular curriculum.
Time Sampling	A method of obtaining and recording samples of behavior at various time periods; used to obtain general patterns of pupil behavior at different times.
Trainable Mentally Retarded (Handicapped) (TMR)	One who is not educable in the sense of academic achievement, ultimate social adjustment independently in the community, or independent occupational adjustment at the adult level. This is what differentiates a trainable mentally retarded child from an educable mentally retarded child. The trainable mentally retarded child, however, has potentialities for learning: (1) self-help skills, (2) social adjustment in the family and in the neighborhood, and (3) economic usefulness in the home, in a residential school, or in a sheltered workshop.
Training Agreement (Plan)	A formal written agreement developed by the Program Coordinator or the Local Vocational Education Coordinator and the training station sponsor which clearly outlines the objectives, activities, and criteria by which the student will be evaluated during the on-site training activity. The agreement is signed by the student, parent, vocational coordinator, and the employer (training sponsor).

Training Sponsor	The individual from local business/industry under whom the student will receive prescribed instruction, supervision, and evaluation during his/her participation in the formally developed on-site training activity. Training sponsors should maintain close communication with the Program Coordinator (teacher).
Training Station	A job site (generally off-campus) in local business and/or industry formally selected to provide on-site vocational training for students. Training stations are generally selected through the efforts of the LVEC and/or Program Coordinator.
Transitional	Refers to those programs or services which act as a bridge between totally self-contained and totally mainstreamed activities. The general objectives of this practice is to facilitate a smoother, more gradual change for students seeking a greater degree of independence and self-sufficiency though it is offered in programs identified as 'self-contained'.
Underemployed	A situation where an individual is employed in a position at less than his/her vocational skill level and/or occupational interest(s), which may or may not provide adequate remuneration to satisfy personal socio-economic needs.
Vocational Assessment	See Vocational Evaluation.
Vocational Cluster	See Job Cluster.
Vocational Education	Organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for career requiring other than a baccalaureate or advanced degree.
Vocational Education Data System	A data collection system required by Congress to document the current status of vocational education programs throughout the United States. These data are collected annually and serve as a basis for determining the degree to which National Vocational Education objectives are being met.
Vocational (Work) Evaluation	A comprehensive process that systematically utilizes work, real or simulated, as the focal point for assessment and vocational

Vocational (Work) Evaluation (Cont.)	exploration, the purpose of which is to assist individuals in vocational development. Vocational (work) evaluation incorporates medical, psychological, social, vocational, educational, cultural, and economic data in the attainment of the goals of the evaluation process.
Vocational Rehabilitation	A comprehensive service system designed to provide temporarily or permanently disabled individuals with help in the areas of assessment, counseling, training, physical restoration, and job placement. The goal is to help provide such individuals with whatever is necessary for them to enter, or re-enter, some area of the employment field.
Work Activity Center	A workshop or physically separated department of a workshop having an identifiable program, separate supervision and records, planned and designed exclusively to provide therapeutic activities for handicapped workers whose physical or mental impairment is so severe as to make their productive capacity inconsequential.
Work Adjustment	An individualized, structured and planned, closely supervised, remedial work experience, designed to promote the acquisition of good work habits, to increase physical and emotional tolerance for work activity and interpersonal relationships, and to modify attitudes and behavior which inhibit the satisfactory performance of work (and training).
Work Experience	A program whereby students are permitted to work as part of their general education. Students in this program are not required to enroll in a vocational education class related to their job situation but may be given pre-vocational instruction as part of the total program; the supervision of students on-the-job is generally minimal compared to a co-op program. Work experience programs are not reimbursable under the Vocational Education Act, P.L. 94-482.
Worker Trait	The requirements made of the worker in terms of aptitude, general educational development, vocational preparation, physical demands, and personal traits. This is reflected in: training time, aptitudes, temperaments, interests, physical demands, environmental conditions.

Worker Trait Group	Describes the fourth, fifth, and sixth digits of the nine digit (fourth edition) or six digit (third edition) Dictionary of Occupational Titles occupational codes that indicate the complexity of specific occupations in terms of the degree to which the worker must be able to function with data, people, and things, respectively. The fourth edition contains 66 Worker Trait Group combinations.
Work Sample	A well defined work activity involving tasks, materials, and tools which are identical or similar to those in an actual job or cluster of jobs. It is used to assess an individual's vocational aptitude, worker characteristics, and vocational interests. (1) Indigenous Work Sample - represent the essential factors of an occupation as it presently exists in one community. (2) Job Samples - those work samples that in their entirety are replicated directly from industry and include the equipment, tools, raw materials, exact procedures, and work standards of the job. (3) Simulated Work Samples - work samples which attempt to replicate a segment of the essential work related factors and tools of a job as it is performed in industry. (4) Single Trait Work Samples - assesses a single worker trait or characteristic. It may have relevance to a specific job or many jobs, but it is intended to assess a single isolated factor. (5) Cluster Trait Work Sample - a single work sample developed to assess a group of worker traits contains a number of traits inherent in a job or a variety of jobs. Based upon an analysis of an occupational grouping and the traits necessary for successful performance therein, it is intended to assess the client's potential to perform various jobs.
Work Study - Special	A program designed to provide high school students, including many mildly handicapped pupils, with a combined in-class and field-based work experience in the community.

Work Study - Special (Cont.)	Its purpose is to enable students to develop proper attitudes toward work and certain vocational skills prior to their full-time entry into the labor market. Also called On-The-Job Training (OJT).
Work Study - Vocational	A program of vocational education in which students who are in need of earnings to remain in school are employed by non-profit organizations. Students must be enrolled in approved vocational education courses in their school but their work need not be related to their career objectives or their classroom work.

ACRONYMS, ABBREVIATIONS AND INITIALS

The use of acronyms, abbreviations, and initials in professional journals, reports, correspondence and conversation among teachers of special and vocational education is approaching epidemic proportions. Frequently, professionals and laypersons are left confused and mistaken when definitions are not provided. It is critical that all parties involved in providing vocational education for students with exceptional educational needs have a clear understanding of program acronyms, abbreviations, and initials.

This listing of acronyms, abbreviations, and initials of terms frequently used in special and vocational education has been assembled to help decipher the veritable maze of alphabetical jargon and improve communication.

ACRONYMS ASSOCIATED WITH SPECIAL AND VOCATIONAL EDUCATION PROGRAMMING

N = National Organization/Agency
S = State Organization/Agency

Acronym	Definition
AAMD	American Association for Mental Deficiency (N)
ABE	Adult Basic Education
ARC	Association for Retarded Citizens (N/S)
AVA	American Vocational Association (N)
BD	Behavioral Disabilities (Disorder)
BEH	Bureau of Education for the Handicapped
BVACE	Bureau for Vocational and Career Education (S)
CA	Chronological Age
CASE	Council for Administrators of Special Education (N)
CBE	Competency Based Education
CEC	Council for Exceptional Children (N)
CESA	Cooperative Educational Service Agency (S)
CETA	Comprehensive Employment & Training Act (N)
CHCEB	County Handicapped Children's Education Board (S)
CO-OP	Cooperative Occupational Preparation Program
CP	Cerebral Palsy
DCD	Division for Career Development (N)
DE	Distributive Education
DECA	Distributive Education Clubs of America (N/S)
DHC	Division for Handicapped Children (S)
DHSS	Department of Health and Social Services (S)
DILHR	Department of Industry, Labor & Human Relations (S)
DOL	Department of Labor

Acronyms	Definition
DOT	Dictionary of Occupational Titles
DPI	Department of Public Instruction (S)
DVI	Designated Vocational Instructor
DVR	Division of Vocational Rehabilitation (N/S)
ED	Emotionally Disturbed
EEN	Exceptional Educational Need
EMH	Educable Mentally Handicapped - Mildly Retarded
EMR	Educable Mentally Retarded - Mildly Retarded
FBLA	Future Business Leaders of America (N/S)
FFA	Future Farmers of America (N/S)
FHA	Future Homemakers of America (N/S)
FTA	Future Teachers of America
GED	General Education Development (Diploma)
HEC	Handicapped Expanded Certification
HERO	Home Economics Related Occupations (N/S)
HEW	(U.S.) Health, Education & Welfare
HI (HH, HD)	Hearing Impaired
HO	Health Occupations
IA	Industrial Arts
IE	Industrial Education
IEP	Individualized Education Program
IQ	Intelligence Quotient
IWRP	Individualized Written Rehabilitation Program
JTPA	Job Training Partnership Act
LA	Language Age
LD	Learning Disabled
LEA	Local Education Agency

Acronym	Definition
LLRP	Local Long Range Plan
LVEC	Local Vocational Education Coordinator
MA	Mental Age
MH	Multiply Handicapped
MR	Mentally Retarded
M-Team	Multidisciplinary Team
NAB	National Alliance of Businessmen
NARC	National Association for Retarded Citizens
NARC-OJT	National Association for Retarded Citizens - On-The-Job Training (N/S)
NAVESNP	National Association of Vocational Education Special Needs Personnel (N)
NRA	National Rehabilitation Association (N/S)
OJT	On-The-Job Training
OT	Occupational Therapy
OSHA	Occupational Safety & Health Act
PA	Practical Arts
PAVE	Parents Advocacy for Vocational Education
PE	Physical Education
PH	Physically Handicapped
PIQ	Performance Intelligence Quotient
PL	Public Law
PSE	Public Service Employment
PT	Physical Therapy
SA	Social Age
SAM	School Age Mother

Acronym	Definition
SBA	Small Business Associations (N/S)
SEA	State Education Agency (S)
SEIMC	Special Education Instructional Material Center (S)
S & LH	Speech & Language Handicap
SQ	Social Quotient
SSI	Supplemental Security Income
SYEP	Summer Youth Employment Program
SWISS	Simulated Workshop & Information on Straddle Schools
TJTC	Targeted Jobs Tax Credit
T & I	Trade & Industry
TMH	Trainable Mentally Handicapped - Moderately Retarded
TMR	Trainable Mentally Retarded - Moderately Retarded
USDE	U.S. Department of Education (formerly U.S. Office of Education)
USOE	U.S. Office of Education (now U.S. Department of Education)
VE	Vocational Education
VEA	Vocational Education Act - P.L. 94-142
VEDS	Vocational Education Data System
VEH	Vocational Education for the Handicapped
VEWAA	Vocational Evaluation & Work Adjustment Association (N/S)
VI (VH)	Visually Impaired - Visually Handicapped
VICA	Vocational Industrial Clubs of America (N/S)
VIQ	Verbal Intelligence Quotient
VMI	Visual Motor Integration
VTAE	Vocational, Technical & Adult Education (S)

Acronym	Definition
WARC	Wisconsin Association for Retarded Citizens (S)
WAVAE	Wisconsin Association for Vocational & Adult Education (S)
WAVESNP	Wisconsin Association of Vocational Education Special Needs Personnel (S)
WBVTAE	Wisconsin Board of Vocational, Technical & Adult Education (S)
WCEC	Wisconsin Council for Exceptional Children (S)
WECEP	Work Experience Career Exploration Program (N/S)
WIN	Work Incentive Program
YCCIP	Youth Community Conservation & Improvement Projects (CETA)
YETP	Youth Employment Training Program (CETA)
YIEPP	Youth Incentive Entitlement Pilot Projects (CETA)
YWE	Youth Work Experience